Canadian Home Economics Journal

Revue Canadienne d'Economie Familiale

Fall 1982 Volume 32, No. 4

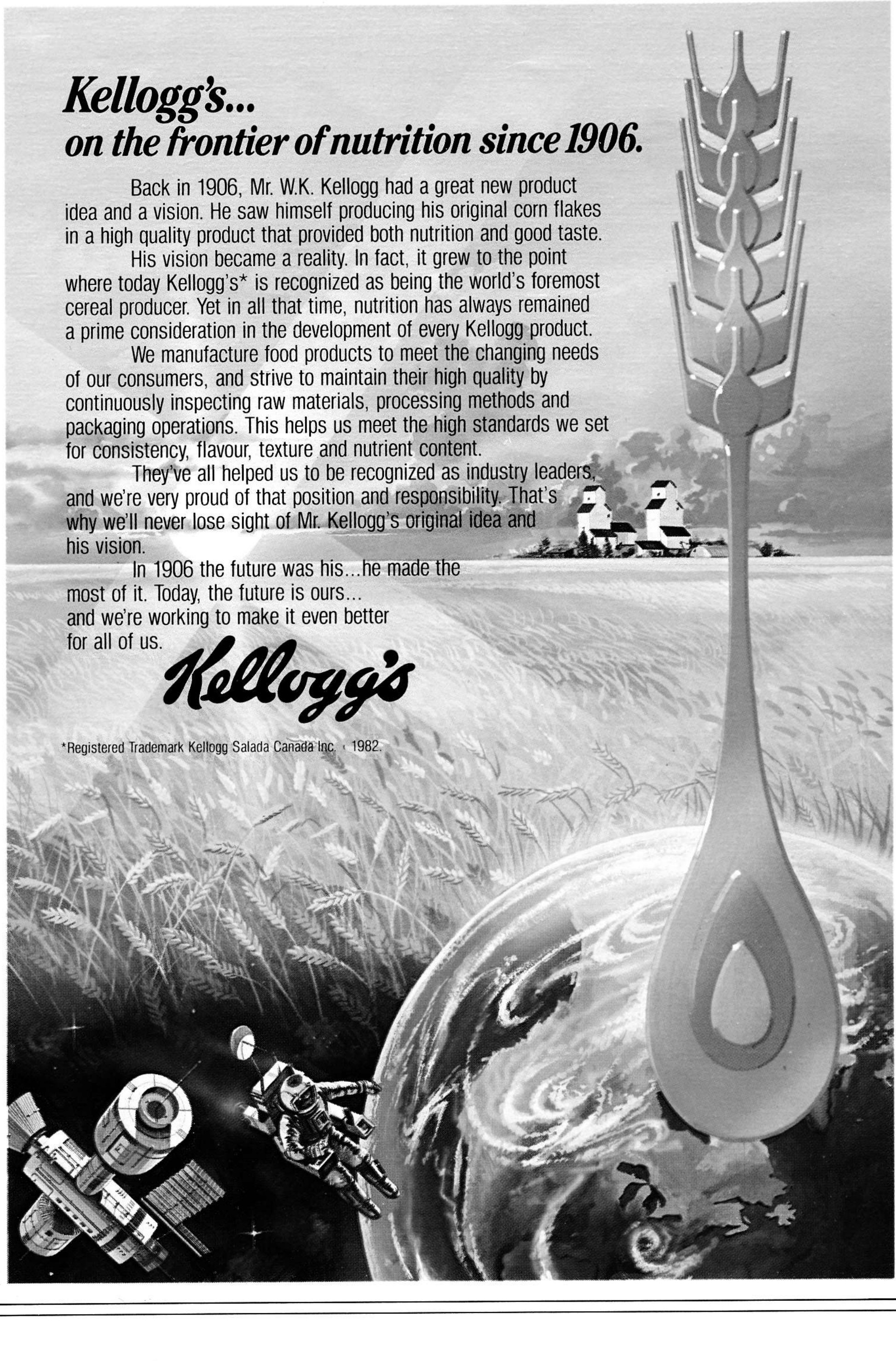
Automne 1982 Volume 32, No 4

Home Economists and . . .

Les Economistes Familiaux et . . .

Education

L'éducation


Kellogg's...
on the frontier of nutrition since 1906.
Back in 1906, Mr. W.K. Kellogg had a great new product idea and a vision. He saw himself producing his original corn flakes in a high quality product that provided both nutrition and good taste.
His vision became a reality. In fact, it grew to the point where today Kellogg's* is recognized as being the world's foremost cereal producer. Yet in all that time, nutrition has always remained a prime consideration in the development of every Kellogg product.
We manufacture food products to meet the changing needs of our consumers, and strive to maintain their high quality by continuously inspecting raw materials, processing methods and packaging operations. This helps us meet the high standards we set for consistency, flavour, texture and nutrient content.
They've all helped us to be recognized as industry leaders, and we're very proud of that position and responsibility. That's why we'll never lose sight of Mr. Kellogg's original idea and his vision.
In 1906 the future was his...he made the most of it. Today, the future is ours... and we're working to make it even better for all of us.
Kellogg's
*Registered Trademark Kellogg Salada Canada Inc. © 1982.

Canadian Home Economics Journal

Revue Canadienne d'Economie Familiale

ISSN 008-3763

Subscriptions, membership fees and change of address should be mailed to National Office. Forms are available from National Office.

Subscriptions are available to libraries, institutions and individuals not eligible for membership in the Association at the rate of $17.00 per year ($20.00 USA or Foreign) or $5.00 per single copy.

Classified Ads should be sent directly to the Business Manager. The rate is 80 cents per word or figure ($20 minimum) to place an ad in the *CHEJ* or *Rapport*.

Contents are indexed in the *Canadian Periodical Index* and selectively indexed in *Public Affairs Information Service (PAIS), Canadian Education Index, Nutrition Abstracts and Reviews, Inventory of Marriage* and *Family Literature* and *Bibliographic Index of Health Education Periodicals*. Microfilm and Xerographic copies are available from Micromedia Limited, 144 Front Street West, Toronto, Canada M5J 1G2 and University Microfilms International, 300 N. Zeeb Road, Ann Arbor, Michigan 48106.

Contributors will find *Journal* themes, submission deadline dates, and Guide for Authors in the Spring 1982 issue, pages 23, and 53-54.

Cover design by Hilary Fedoruk

Printed by: M.O.M. Printing
Proofreader: Josephine Neelands

Fall Issue 1982 **Volume 32 No. 4**

CHEA Affairs

Focus On: Home Economists and Business

Research Section

General Section

Departments

Published quarterly
Canadian Home Economics Association

Association Canadienne d'Economie Familiale

The Canadian Home Economics Association announces the following awards available to outstanding home economics students, for the 1983-84 academic year. Applicants must be members of CHEA.

The Mary A. Clarke Memorial Scholarship
$2,000

This scholarship was established as a tribute to Mary Clarke, a valued member of the Canadian Home Economics Association, and President from 1952-1954.

For a graduate in Home Economics who is a Canadian citizen or a landed immigrant and who is undertaking graduate study proceeding to a higher degree. The award will be based on scholarship, personal qualities, past and/or potential contributions to the profession of Home Economics, and financial considerations.

Canadian Home Economics Association
Scholarship Fund Award

The Silver Jubilee Scholarship
$2,000

The Silver Jubilee Scholarship was established to commemorate the twenty-fifth anniversary of the founding of the Canadian Home Economics Association.

For a graduate in Home Economics who is a Canadian citizen or a landed immigrant and who is undertaking graduate study proceeding to a higher academic degree. The award will be based on scholarship, personal qualities, past and/or potential contributions to the profession of home economics, and financial considerations.

Canadian Home Economics Association
Scholarship Fund Award

The 1982 Carnation Company Incentive Award
$750

For a graduate in Home Economics, who is a Canadian citizen or a landed immigrant and is undertaking graduate study proceeding to a higher degree. Special consideration will be given to a student undertaking post graduate study in foods. The award will be made on the basis of academic achievement, personal qualities, financial need and an intended career in the food industry.

Presented by the Carnation Company Limited

The Ruth Binnie Scholarship
2 awards — $3,000 each

This scholarship was established through the generosity of the late Ruth Binnie, Halifax, to promote the quality of Home Economics education in Canada.

For a graduate in Home Economics or Home Economics Education, holder of a professional teaching certificate, who is a Canadian citizen or a landed immigrant. First consideration will be given to applicants proceeding towards a Masters in Education on a full-time basis. Second consideration will go to part-time students and scholarship monies will be prorated. Third consideration will go to PhD applicants planning to return to University teaching in Home Economics Education. The candidate must have a high commitment to the teaching profession, and Home Economics education. The award will be based on scholarship, personal qualities, contributions toward Home Economics education in junior or senior high school and potential in the education field.

Canadian Home Economics Association
Ruth Binnie Scholarship Fund Award

The Robin Hood Multifoods Limited Award
$1,000

For a graduate in Home Economics who is a Canadian citizen or a landed immigrant and is undertaking graduate study leading to an advanced degree. The award will be based on academic achievement, personal qualities, past and/or potential contribution to the Home Economics profession. Preference will be given to the person planning a career in business, in the consumer service (foods) field or food service management.

Presented by Robin Hood Multifoods Limited

Application forms available from:

Chairman, Awards Selection Committee
Canadian Home Economics Association
151 Slater Street, Suite 805
Ottawa, Ontario
K1P 5H3

To be eligible, applications must be postmarked no later than January 15, 1983

Awards 1983

The Canadian
Home Economics Association

CHEA Honor Award

Emmie Ducie Oddie

The CHEA Honor Award is presented by the Association to a member in recognition of outstanding leadership and service to the Association and/or profession.

Emmie Oddie, a Saskatchewan home economist who has rendered noteworthy service to home economics in the rural communities of Canada is the 1982 recipient of the Canadian Home Economics Association Honor Award. The presentation was made to Mrs. Oddie at the Awards Luncheon held at the Macdonald Hotel in Edmonton, July 9, 1982. Emmie was not present due to prior commitments.

After Emmie obtained her Bachelor of Science in Home Economics degree from the University of Saskatchewan in 1941, she went on a research fellowship to Washington State University where she got a Masters of Science in Home Economics (major in Nutrition, minor in Home Management and Rural Sociology). Prior to university, she earned the ATCM in piano from the Toronto Conservatory of Music.

Canada was still at war when she finished university, so Emmie took a job with Canada Agriculture promoting canning produce from wartime victory gardens across the country. Later she was nutritionist with the Toronto Branch, Canadian Red Cross, and supervisor of course work for the University of Saskatchewan Extension Department. From 1969-1973 she lectured in Home Management in the College of Home Economics, University of Saskatchewan. An outstanding contribution to home economics and the rural community has been her column in the weekly newspaper *The Western Producer*, beginning in 1946 and continuing on a regular basis **since** 1949, making her a widely known authority on home economics in the four western provinces.

She has been active in the Regina, Saskatchewan and Canadian Home Economics Associations. She was President of the Saskatchewan Home Economics Association 1962-63 and was given an honorary life membership in that organization. As Chairman of the Constitution Committee, she was largely responsible for the development of the constitution. On behalf of the Saskatchewan Home Economics Association, she has written briefs to the provincial government, urging a government home economists' service in Saskatchewan, and is presently a member of a Department of Agriculture Committee to consider this matter. She is past provincial director and past vice-president of CHEA.

She has been a member of the Saskatchewan Advisory Council on the Status of Women; a vice chairman of the Saskatchewan Arts Board; and a member of the Home Crafts Committee of the Regina Exhibition. Emmie represented consumers on the Saskatchewan Milk Control Board from 1964 to 1980 and represented the Saskatchewan Council of Women on the Senate of the University of Regina from 1974 to 1980. She is a member of a task force set up by the Minister of Consumer and Corporate Affairs to study problems arising from the use of electronic scanners. She has held the office of president of the Women's Institute at local, district and provincial levels. In June, 1979 her influence on social and education issues achieved national scope when she became president of the Federated Women's Institutes of Canada. She completed this three-year term as president in June, 1982.

She compiled a cookbook, *From Prairie Kitchens*, while president of the Saskatchewan Women's Institute, a book made up of the best recipes from hundreds of Women's Institute members, tested and written in both metric and imperial measure. In 1981 she was one of ten leaders from national women's groups chosen to participate in a European study tour concerned with Canada's foreign policy. Her influences on the lives of Saskatchewan women was recognized in 1977 when she was named to the Saskatchewan Agricultural Hall of Fame.

Emmie's husband, Langford, is an agrologist and together they operate a grain farm at Tregarva, Saskatchewan, near Regina.

The Honor Award is CHEA's most prestigious award. It is awarded to a member who has made a distinct contribution to furthering the stated aims and goals of the Association. It recognizes qualities of integrity, scholarship, breadth of knowledge, experience, leadership and service to the community. Emmie Oddie is a fitting winner of the CHEA Honor Award for 1982. She has followed her mother's advice, "It is one's duty to give all of oneself".

1982 CHEA Award Winners

Silver Jubilee Scholarship

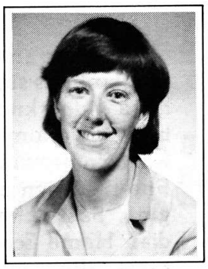
Susan Turnbull of Fredericton, New Brunswick is the 1982 winner of The Silver Jubilee Scholarship for graduate study. Susan has a Bachelor's degree with a major in Textiles and Clothing from the University of Alberta and a Master's degree in Textiles from the University of California, Davis. She is an associate professor and section coordinator of the Home Economics Education program at the University of New Brunswick, Fredericton. She is a member of the New Brunswick and Canadian Home Economics Associations, Canadian University Teachers of Home Economics, Association of College Professors of Textiles and Clothing, and past Chairman of the Apparel Studies Association of Canada. Susan will be working towards a PhD at Ohio State University, in the field of consumer textiles.

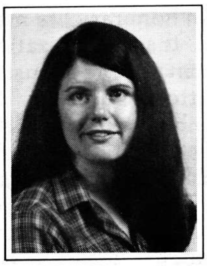
Mary A. Clarke Memorial Scholarship

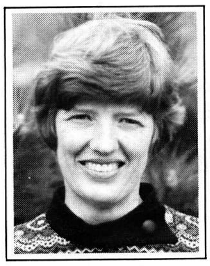
Linda Lusby of Halifax, Nova Scotia is the 1982 winner of the Mary Clarke Scholarship for graduate study. Linda has a Bachelor of Home Economics degree from Mount Saint Vincent University, Halifax and a Master of Science, with a major in Clothing, from the University of Alberta. She has taught Clothing and Textiles at Mount Saint Vincent. She is an active member of the Nova Scotia and Canadian Home Economics Association, the Apparel Studies Association of Canada and Canadian University Teachers of Home Economics.

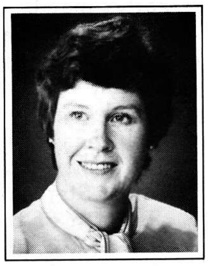
She is enrolled in the first year of a three-year combined program at the Dalhousie University Law School, which will give her the degrees Bachelor of Laws and Master of Business Administration. Her primary interest lies in consumer concerns and protection. She sees the program that she is taking as enabling her to serve a worthwhile role working within and between the legal and home economics professions.

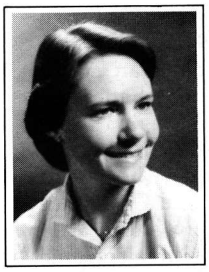

Susan Turnbull


Linda Lusby


Melodie Goosens-Conlon


Betty Stafford Smith


Barbara Joan Legg


Beverly Anne Fyfe


Eileen LeBlanc

Ruth Binnie Scholarships

Melodie Goosens-Colon of Russell, Ontario is one of the 1982 winners of the Ruth Binnie Scholarship for graduate study. Melodie holds a B.Sc. degree from Mount Saint Vincent University and a M.Ed. degree from Pennsylvania State University. She has taught, worked as a home economist with the Ontario Ministry of Community and Social Services, and lectured at Mount Saint Vincent in a joint appointment in Education and Home Economics. She is presently graduate assistant in the Division of Vocational and Occupational Studies, Home Economics Education and a PhD student in Home Economics Education at the Pennsylvania State University. Her dissertation topic deals with international/intercultural home economics, the main thrust being to bring about awareness of the need to infuse an international/intercultural dimension through home economics teaching.

Betty Stafford Smith of Baie D'Urfé, Quebec is one of the 1982 winners of the Ruth Binnie Scholarship for graduate study. Betty holds a certificate in Social Studies from the University of Southampton, England and received a B.Ed. degree from McGill University in the spring of 1982. She will be working towards a MA in Home Economics Education at McGill University. Her aim is to determine the need for family economics education at CEGEP (junior college) level and make recommendations for possible program development in English and French. She is a member of the Quebec and Canadian Home Economics Associations.

Barbara Joan Legg of St. Catharines, Ontario is a 1982 winner of the Ruth Binnie Scholarship (Part-time Study) for graduate study. Barbara holds a Bachelor of Household Science degree, major in Foods and Nutrition, from Guelph University and Home Economics Specialist Certificate from Ontario College of Education. She is currently teaching at Lord Elgin Vocational School, Niagara South Board of Education, and is a member of the Home Economics Association of Niagara and the Guelph Alumni Association. She will work towards a M.Ed. degree from Brock University on a part-time bais, with major emphasis on teacher behavior.

Carnation Incentive Award

Beverly Anne Fyfe of Winnipeg, Manitoba is the 1982 winner of the Carnation Company Incentive Award for graduate study. This award is made available for the eleventh consecutive year, through the generous support of the Carnation Company Ltd.

Beverly has a Bachelor of Home Economics degree, with a major in Foods, from the University of Manitoba. Since graduation, she has held the position of research assistant in charge of the Foods Research Laboratories in the Department of Foods and Nutrition, University of Manitoba. She is a member of the Manitoba Home Economics Association and the Canadian Institute of Food Science and Technology.

Beverly will work for an M.Sc. degree at the University of Manitoba. Her thesis research will be directed towards triticale flour.

Robin Hood Multifoods Award

Eileen LeBlanc of Halifax, Nova Scotia is the 1982 winner of Robin Hood Multifoods Awards for graduate study. Made available for the first time this year from Robin Hood Multifoods Ltd., this award is intended to support a home economist who is studying toward an advanced degree for a career in business, in the consumer service (foods) field or food service management.

Eileen obtained her B.Sc. in Foods and Nutrition from St. Francis Xavier University, qualified as Professional Dietitian through internship at Royal Victoria Hospital, Montreal and obtained the M.Sc. in Foods and Nutrition from the University of Manitoba. She is a member of the Nova Scotia and Canadian Dietetic Associations and the Canadian Institute of Food Science and Technology.

She is presently working on a PhD program in the Fisheries Research and Technology Laboratory at the Technical University of Nova Scotia. Her thesis research deals with the molecular and ultrastructural basis for toughening of fish in frozen storage. •

Incentive Award Winners 1982

One year's membership in CHEA is awarded by the Association to a student showing outstanding professional potential in schools, colleges or faculties of home economics in Canada. When two award winners are named, the second award was made by the faculty or a member of the faculty. No recipients were named this year by Laval University or the University of Montreal.

The following students were the 1982 recipients of an Incentive Award:

Connie Low — British Columbia
Julie Stephenson, Jean Imerson — Alberta
Suzanne McCormick, Doris Hamilton — Saskatchewan
Nadine Dubowec, Brenda Rombough — Manitoba
Marie Fahey, Pat Scrannage — Ryerson
Cynthia Badman — Windsor
Susan Boyd — Brescia
Betty Stafford-Smith — McGill
Marion Rath — Guelph
Nerida Gleason, Carla McCrindle — N.B.
Margaerite Caissie, Irene Arseneau — Moncton
Joan Muchchison, Betty Morris — P.E.I.
Kathy Younker — Mount Saint Vincent
Annette Le Fort, Elizabeth MacDowell — St. Francis Xavier
Diane Johnston, Kelly Grebenc — Acadia

General Foods Award — 1982

Two British Columbia nutritionists whose popular television series, "The Senior Chef", is helping to improve the eating habits of senior citizens across Canada have won the annual General Foods Award for Excellence in Nutrition Communication.

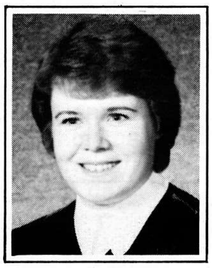
Patricia D. Wolczuk, a department head at B.C. Institute of Technology, and **Janet L. Ayer**, a Nutrition Consultant with the B.C. Ministry of Health, were honored June 17 at a reception in Victoria. They share a $1,500 award.

Miss Wolczuk and Mrs. Ayer are the first in the province to receive the General Foods award, which has been given annually since 1974 to encourage and recognize excellence in communicating sound, practical nutrition information to Canadians.

Miss Wolczuk, who left the Ministry of Health in 1981, now is Department Head, Continuing Education, Health, with the B.C. Institute of Technology. Born in Winnipeg, she has a Bachelor of Home Economics degree and a Master of Science degree in Nutrition and Sociology from the University of Manitoba, and is a Doctoral candidate in Nutrition and Epidemiology at the University of British Columbia.

Mrs. Ayer specializes in nutrition for seniors as a Nutrition Consultant with the B.C. Ministry. She has a Bachelor of Science degree in Home Economics from Mount Allison University in Sackville, New Brunswick and a Master of Public Health (Nutrition) degree from the University of North Carolina. •

Saskatchewan Home Economics Graduate Excels



Gwenneth Ellen Chapman of the College of Home Economics, was awarded the Governor General's Medal as the *most distinguished graduate* of the University of Saskatchewan receiving a first degree at the 1982 Spring Convocation. Both scholarship and leadership are considered in choosing the winner .

Gwen also received the Ethyl B. Rutter Prize as the most distinguished graduate in the College of Home Economics and the Ruth Gerrand Prize, which goes annually to the leading student in the food science or dietetics and nutrition areas. She earned the bachelor of science degree in home economics with great distinction.

In April, Gwen was awarded the Mead Johnson Canada Award in Dietetics, based on scholarship and personal and professional potential in the field of nutrition. In February, she won a Hannon travel scholarship which will enable her to visit southeast Asia and China this summer. She plans to learn about the culture and public health nutrition programs in these areas.

Gwen's other awards include Hannon scholarships as outstanding student entering second, third and fourth years of the home economics program, Saskatchewan Dietetic Association scholarships and the Saskatchewan Women's Institute Prize for general proficiency in first year. Gwen also received the Theodora Bryce Book Prize in English and academic honor awards for each of her four years in the college.

Gwen has been an active member of the Home Economics Student's Society, serving this past year as president of the society. Gwen has been involved in University-wide affairs as member-at-large to the University Student's Union, member and president of the Quance chorus and member of the University Chorus. Gwen's musical abilities have extended to community activities in her role as director of her church youth choir for the past three years.

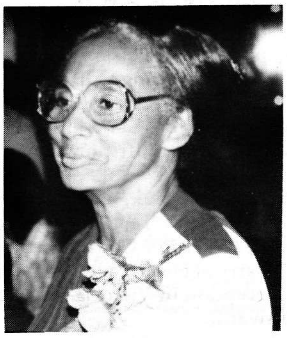
Gwen will complete professional requirements in dietetics next year in the internship program at Victorial Hospital in London, Ontario.

The college of Home Economics is most proud of the accomplishments of this outstanding graduate. •

Submitted by
Merry Beazely
Administrative Assistant
College of Home Economics, U of S

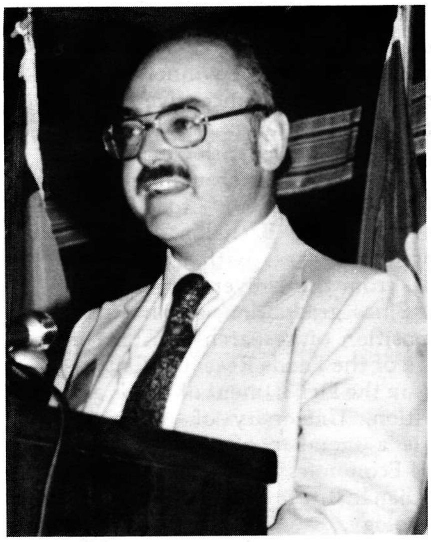
CIDA and CHEA co-sponsored eight international students to the convention.
(*Left to right*) **Maurita Turnbull**, Tortola, British Virgin Islands; **Karen Henery**, Guyana; **Sister Christina Ali**, Trinidad; **Jane Rose Njne**, Kenya; **Khoon Lay Ng**, Malasia; **Ashad Masood**, Afghanistan; **Merida Gleason**, Peru; **Pamela Wanga**, Kenya.

May Maskow,
Immediate Past President of CHEA.



Viola Horsham, Trinidad, Past President of the Caribbean Association of Home Economics, was among the 468 persons attending the conference.

Four of the past presidents of CHEA who were in attendance — Margaret Pope, Wanda Young, Gertrude Gerlach and Doris Badir.



Marcel Massé,
President of CIDA, gave the opening address.

I hope to see a strong partnership growing in the months and years ahead between Canada's home economists and those of the Third World. A good basis has been established through the initiatives already undertaken, and the working relationship built up between CHEA and CIDA over the past five years. I am aware of such valuable steps as the Toronto association's cooperation with the Caribbean Association of Home Economics in developing educational material that is appropriate to the society in which it is used, and the Nova Scotia association's progress in twinning with its counterpart in Malawi. I would like to see such linkages spring up in all parts of Canada, because I know that many people would benefit in many ways. I am pleased to know that your International Development Committee has become one of your standing committees, because that reflects your intention to take part in building a better world.

Marcel Massé, *Linking Beyond Boundaries, 1982.*

We see the machines daily as symbols of the rapid change. Yet at the same time they are a reminder of an underlying question which we all seem to be asking. What are all these machines really for? How do they help the human spirit?

Alan Mirabelli

What is the contribution that home economists make to the world? How will the world know we were here? Each home economist needs to have an answer.

Liz Dowdeswell

Copies of the speeches of the keynote speakers — Marcel Massé, *Linking: Beyond Boundaries — Implications in the Third World;* Liz Dowdeswell, *Linking: A Challenge to the Profession;* Alan Mirabelli, *Microtechnology: Bringing the Electronic Revolution into Focus;* Dr. Gurbachans Paul, *Canadian Multiculturalism;* and Margot Herbert, *Team Building* — may be ordered for $1.00 each from the CHEA National Office.

Canadian Home Economics Association Conference, Edmonton 1982
Congrès de l'Association Canadienne d'Économie Familiale

Reflections and Beyond

President's Message

Magaret Wallace was inducted as president at the CHEA Annual Meeting in Edmonton July 7. She brings to the position dedication to our profession and association as well as a wealth of experience.

Her teaching positions have taken her to Scotland (where she was born and educated), to the Channel Islands, United Kingdom and Montreal. Since 1971 Margaret has been Consultant in Home Economics and Service Occupations for the Protestant School Board of Greater Montreal. She is a graduate of Queen's College, Glasgow and holds a M.Ed. in Home Economics from McGill University, Montreal.

Mrs. Wallace serves on many committees involving home economics for the PSBGM. She is a member of the Quebec Advisory Committee on English Language Vocational Education. She instituted the development of Nutrition for Living programs in 1975 and introduced teacher workshops in nutrition education.

Margaret has been active in many home economics and teachers' associations. She is part president of the Quebec Association of Home Economics Educators and was the first president of the Quebec Home Economics Association which she was instrumental in forming in 1980 by merging the Montreal Home Economics Association and the Quebec Association of Home Economics Educators. Margaret was CHEA Quebec Provincial Director From 1975-1979 and is a member of the International Federation for Home Economics.

Returning by air from Edmonton in mid-July, full of the glow which a stimulating fully programmed conference provides, gave me time to reflect on CHEA now and its future directions.

The **now** came through strongly-the very theme of the conference *Linking: Beyond Boundaries* succinctly and optimistically expresses it. It seems our profession has the potential to stretch out and beyond in many directions in a way unique and totally its own. That CHEA has done so already is evident in several significant areas; international links which have developed strongly in a comparatively short time, improved communication with various government bodies on issues vital to family well being, the wide range of activities and interests of affiliate groups both provincial and local, the concerned action and achievement of committees, added to these are the benefits to all members of a smoothly functioning national office whose able staff greatly eases the administration of the association's affairs.

The present state of home economics, and CHEA in particular, depends of course, on the continuing support and dedication of every single one of us and it is an occasion like the annual conference that professional commitment is renewed and invigorated. Something of the same occurs at midyear board meetings, and while these are to be cut back, due to financial constraints, the new executive intends to continue their quality, if not quantity! That the same feeling permeates workshops and seminars locally and provincially is obvious from the enthusiastic reports in affiliate newsletters, and the ever broadening topics discussed.

The goal of CHEA is well known to you, the philosophy and ethics which give it its integrity, the understanding and learning of practical life skills which demonstrate its unique application to each individual's quality of life. What more satisfying field of study of which to be a part?

And also a part of the national association and its future? These directions have been clearly indicated by the interest of present activities and have resulted in the acceptance of two very important priorities for their continuing functioning, namely more members and a sound financial base from which to serve these members and their needs and concerns.

Increased membership is absolutely vital, especially at this particular time. The association's purpose is more clearly visible and defined through the committed involvement of its members in more public areas and such momentum cannot be lost, without severe repercussions. Each of us can initiate a personal membership drive, to persuade a fellow home economist to join, and to benefit from the professional contact and support which you and I obviously find very worthwhile.

The present deficit budget is causing grave concern and must be drastically reduced in the short term, if the association is to survive in the long term. A policy on revenue generating is being presently developed and with board approval, will be brought to you as quickly as possible. More funding is desperately needed to reduce the deficit, and to provide the support required to carry out association activities in a fully professional way, as expected by members. For necessary research for briefs and position papers, for maintaining the high quality of the Journal, for efficient office administration; also for effective response to Operation Alert and for sufficient support to active committees and task forces — all take money. Cutbacks and streamlining services have been instituted wherever possible but even these have limits.

These concerns are brought to you when general financial conditions for most Canadians are very difficult and obviously tough choices have to be made. In a time when home economists can help families more than ever, when public recognition is growing here and in developing countries, the professional association needs to be truly strong and viable to provide the support for continuing professional growth and development for home economics and you. This can only continue if in the very near future, membership expands considerably and the financial situation is much improved and stabilized.

As the new executive prepares itself for the next two years, the focuses identified by May Maskow in her closing president's message clearly indicate the active participating life of our association. As long as this is what we feel we want to do, the direction we want to pursue, then we must know that we all support these policies whole heartedly and that members are individually committed to furthering the goals of our profession through CHEA. •

Margaret B. C. Wallace

Margaret Wallace

Focus On:

Home Economists and Education

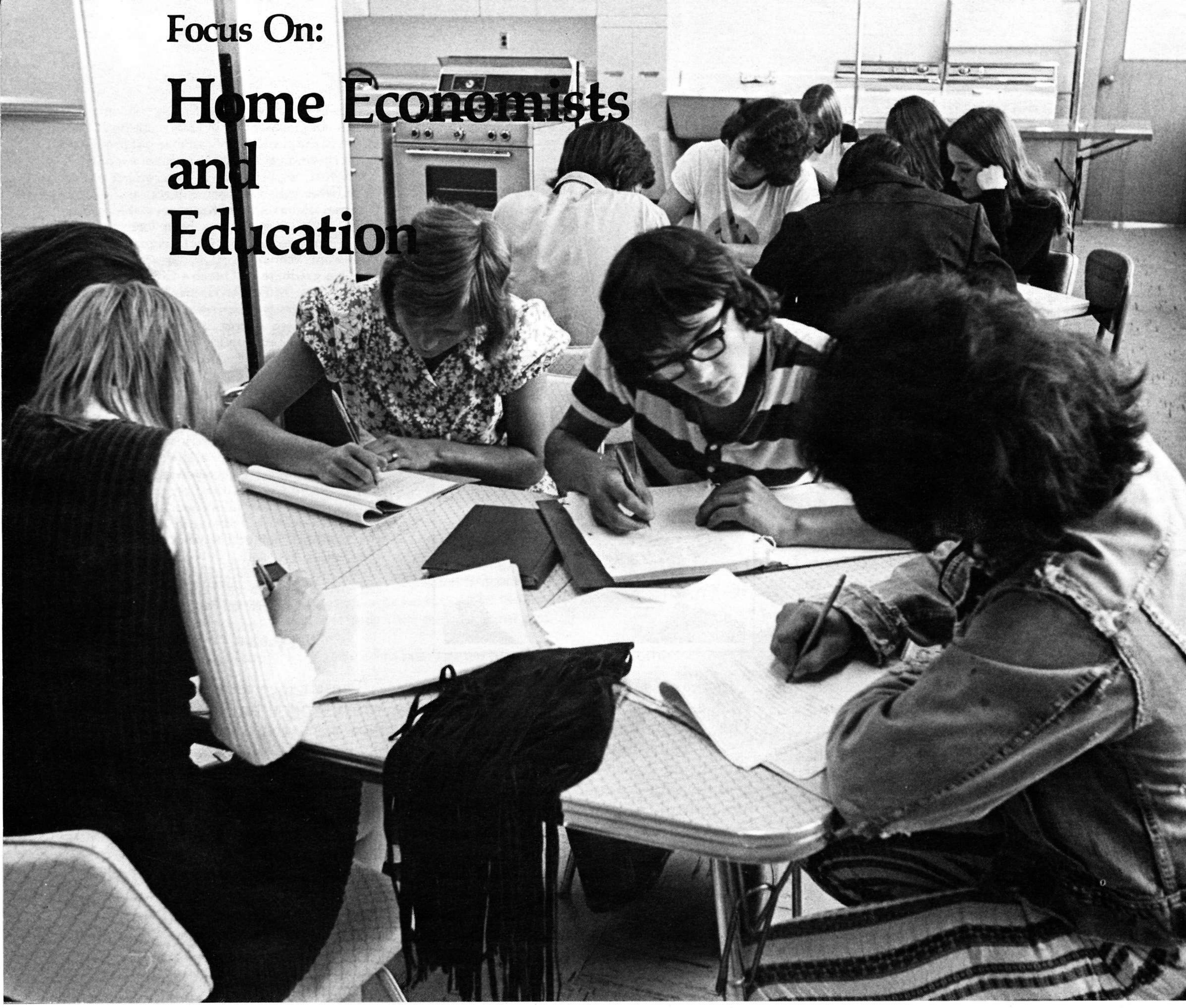


Photo Courtesy of The University of Alberta Publications Office

We cannot afford decision-rules in curriculum design which are arbitrary or which are merely expedient in response to the political and social pressures of the time or to what is fashionable in education.

Marjorie M. Brown

A Conceptual Scheme and Decision-Rules for the Selection and Organization of Home Economics Curriculum Content, 1980

Introduction to Home Economics:

First Experiences in Professional Education

Margaret Edwards Arcus and Eleanore Vaines

Abstract

The process of socialization for careers appears to follow a developmental sequence. One part of that process is professional education socialization which attempts to acculturate the neophyte into the knowledge, skills, and values appropriate to the profession. Although this professional education is an important part of career socialization, there are few guidelines for the development of such education. Professional education appears to be important in home economics because of the changes occurring in the field and because of increased demands for the preparation of competent and responsible practitioners. This paper describes the first experience in professional education provided for general and for family science majors in the School of Home Economics at The University of British Columbia. It is hoped that sharing such professional socialization approaches will facilitate the clarification of home economics philosophy and the further development of professional education for home economists.

Résumé

Le processus de socialization des carrières semble suivre une séquence évolutive. Une partie de ce processus consiste en la socialisation de l'éducation professionnelle visant à donner au néophyte une culture comprenant la connaissance, les qualités requises et les valeurs propres à la profession. Bien que cette education professionnelle représente une partie importante de la socialisation des carrières, il existe peu de formules concernant le développement de ce genre d'éducation. Il semble que l'éducation professionnelle ait une place importante en économie familiale à cause des changements survenant dans ce domaine et des demandes croissantes en vue de la préparation d'individus compétents et responsables. Cet exposé décrit la première expérience en éducation professionnelle réalisé dans la branche des sciences générales et familiales, à l'Ecole d'Economie Familiale de l'Université de Colombie Britannique. Il faut espérer que la diffusion de telles approches appliquées à la socialisation professionnelle contribuera à clarifier la philosophie de l'économie familiale et le développement ultérieur de l'éducation professionnelle pour les économistes familiaux.

Part I

Margaret Arcus

The process of socialization for careers has generally been seen as following a developmental sequence similar to that for human development or for family development (Troll, 1975). For example, Super (1957) postulated a five-stage developmental sequence beginning in adolescence and including **crystallization** (an emerging awareness about career choices), **specification** (the onset of job training), **implementation** (the entry level position), **stabilization** (establishment in the field), and **consolidation** (reweaving and embellishing one's vocational direction). Western and Anderson (1968) refer to a three-stage process for professional socialization: **pre-training, training,** and **posttraining.** ?

Anderson (1976) identified a similar three-stage *life-cycle* of professional socialization: **anticipatory socialization** (introduction to the profession and the acquisition of knowledge, attitudes, values, and expectations which lead to the decision to train for the profession), **professional education socialization** (the acculturation of the neophyte by the profession into the knowledge, skills, and values appropriate to the profession), and **post-professional socialization** (further acculturation experiences after one has attained professional membership). While each stage is seen as important, Anderson stated that:

> The professional education experience is considered the apex of professional socialization. Ideally, it is the time during which students are drawn away from the culture of lay persons and induced instead into the specialized role skills, norms, professional values, and ethical postures fundamental to the practice of the profession. (p. 26)

Whether or not the professional education experience is the most important aspect of the professional socialization process, clearly it is a significant part of training for any profession. The responsibility for this professional education experience has generally been assigned to institutions of higher education. Although it is expected that this experience will provide competent and responsible practitioners for society, there are few precise guidelines for the development of this education.

Approaches to Professional Education

Professions vary in their approach to professional education, with differences occuring in the amount, the timing, the content, and the academic credit attached to such education. A

Dr. Margaret Arcus is a member of the Division of Family Sciences, School of Home Economics, University of British Columbia, Vancouver. She has a B.Sc. from the University of Nebraska, an M.Ed. from Utah State University, and a PhD from Iowa State University. She is a Fellow of the Association for Values Education and Research. Dr. Arcus is currently president of the Canadian University Teachers of Home Economics.

cursory review of professional education courses at The University of British Columbia, for example, indicates that at least sixteen faculties or departments offer professional education courses. Some of these courses are required but carry no credit while others carry credit equivalent to other courses in the program. Some provided a single course, while others offered a series of three or four courses. These courses were offered anywhere from first through fourth year. While the majority were required, some were elective.

The content of these courses also varied, but each included at least some of the following topics: the history, philosophy and/or principles of the field; contemporary issues, problems, and challenges; ethics; legislation; professional opportunities; and the roles, responsibilities, and specialized skills of professionals in the field.

Although there are few guidelines for and much variation in professional education, a number of important variables for this experience have been identified (Anderson, 1976). These variables include:

- **Duration of the profesional education experience.** In general, the longer and the more rigorous the professional education experience, the stronger the socialization. It takes time to develop the understandings, skills, and commitments required for professionals. It appears that some professions and institutions do not provide adequate time during the professional education experience for the development of these attributes.

- **Adoption of the philosophy of the profession and of the training institution.** Included in the profession's mandate for professional training is the responsibility for developing a philosophy of thought, action, and value related to the practice of the profession. This responsibility becomes problematic for professions which lack a clearly defined philosophy. In these instances, the various training institutions tend to promote their own version of a philosophy appropriate for their profession, resulting in students' acquiring ideologies peculiar to an institution or a faculty rather than to the profession itself.

- **Influence of faculty.** Faculty members are generally held accountable for the socialization of potential members of the profession, as it is their task to select both the formal and informal socialization experiences for their students. It is the faculty which create the conditions which are supportive of professional education.

- **Influence of students.** The student culture in professional education is usually informal, and consists of behaviors, beliefs, and norms about appropriate interactional styles, attitudes, and manners of coping with the educational experience. The degree of this influence tends to vary among professions and to be different at the various stages of the professional education experience.

Professional Education in Home Economics

While professional education in home economics is not new, renewed attention to this aspect of professional socialization would appear to be particularly important at the present time. As in other professions, there is an increasing demand for highly qualified and responsible professionals, with institutions being held accountable for the kind of graduates they produce. Professional roles in home economics are becoming more complex and more demanding, necessitating more than the accumulation of knowledge or the development of technical skills in order to function at a professional level.

As well, the profession itself is undergoing change. Home economics is one of those professions which lack a clearly defined philosophy, and attempts are currently being made to address this lack. Experiences in developing and refining professional education might help to facilitate the development of a philosophy for the profession. Of particular importance in the development of this philosophy is the need to provide for integration (Carver, 1980), co-hesiveness (Hawthorne, 1978), or synthesis (Marshall, 1973) of the subject matter of the field.

A number of recent papers have addressed philosophies or perspectives of home economics (Brown & Paolucci, 1978; East, 1980; Ferber & Birnbaum, 1977; Parker, 1980; Thorne, 1979; Wardlaw, 1977), but few have identified the mechanisms by which potential members are socialized into the profession. The purpose of this paper (and of Part II by Vaines which follows), is to describe the first experiences in professional education which are provided by the School of Home Economics at The University of British Columbia. It is hoped that this brief overview will stimulate others to refine or to develop professional education in home economics and, in so doing, to advance the philosophy of home economics and the mechanisms of professional education for home economists.

Home Economics Professional Education at The University of British Columbia

The School of Home Economics at The University of British Columbia provides a series of professional education courses for its undergraduates, beginning in the first year of the program and culminating in the fourth year. The focus of each course is different and builds upon the preceding course or courses. One series of courses is provided for students in the general and the family sciences programs, with a different series for students in the dietetics and nutrition programs. This paper, and Part II (Vaines), will address the required first year professional education courses provided for general and for family sciences majors.

The purposes of the first course in professional development are to introduce students to home economics as a profession and to begin the development of critical learning skills important in professional education, in professional practice, and in lifelong learning. These purposes support the two-fold function of the School: to educate for professional competence and to encourage a spirit of intellectual inquiry. The School's faculty believes, along with Arata (1978), that

> The university environment will not only develop marketable skills, but will also force students to cope with ideological differences, to accept and understand differences in thought and behavior of others, to synthesize and not merely analyse, in fact to recognize that analysis is only the precursor to synthesis. The university strives to develop young intellects in order to produce, in Adlai Stevenson's words, "critical thinkers and thinking critics". We are **not** here to accommodate students by accepting whatever state of intellectual development a student presents at entry and little more. We are here collected as professionals to serve as mentors, catalysts, instruments, to insist that students stretch intellectually. (p. 3)

Three major goals have been identified for this first course in professional education, and a series of learning experiences have been planned to help accomplish them.

The first goal is **to become more knowledgeable about home economics through • becoming familiar with the ways in which home economics has been viewed over time • knowing some key leaders and events which have helped to shape home economics, and • understanding and being able to use concepts, definitions, and vocabulary important in home economics literature.** It is intended that students gain some historical and philosophical perspective of home economics and that they begin to develop a framework from which to view both the whole and the parts of the field. Students are expected to know both classic and contemporary literature, including the specialized terminology of the field, and to abstract and critique this literature (see goal three). As well, they examine various definitions proposed for home economics in order to identify the commonalities and the contradictions. The focus here is less on knowing the definitions than it is on understanding the concept of home economics.

A major assignment related to this goal is the "decade review" assignment. Each student or group of students is assigned a particular decade and asked to review the contents of either the *Canadian Home Economics Journal* or the *Journal of Home Economics* for that period. This review consists of three parts: a simple content analysis in order to identify the major topics, 1 issues, and subject matters being addressed at that time; a statement 2 identifying major social events or issues and relating these to developments in home economics; and a 3 review of selected specific articles which are of interest to the individual or the group. Although the latter reviews cover a wide range of subject matters, the reports tend to fall into one of two categories — "I can't believe we used to do that" or ". . . and we're still doing that!"

decade reviews

The decade review assignment is a particularly valuable assignment as students begin to identify with the field and its history and as they begin to see both the changes and the enduring themes of the field. Experiences with this assignment indicate that students appear to understand this historical perspective better when they have studied the primary sources of the field than when they have only reviewed others' interpretations of this history.

The second goal of this course is **to understand the professional practice of home economics through • becoming familiar with the wide variety of options for professional practice in home economics today, • understanding the knowledge, skills, and attitudes required for each of these options, and • relating these options for professional practice to the various frameworks and perspectives of home economics.** Although the focus of the course is not just on preparing for careers, students are interested to know what they can do with their education when they have completed their degrees. Most enter the School with a stereotyped view of home economics practice. The intent of this goal is to correct and extend those views. Literature, guest speakers, and field trips are used to introduce students to a wide range of traditional and innovative home economics and related careers. At the conclusion of these experiences, students should have a better idea of what is involved in each kind of home economics practice, what kinds of competencies are required for that practice, and how that practice relates to the goal of home economics.

In addressing this goal, discussions also focus on the distinction between home economics in higher education and home economics practice; the importance of career as a way of life; and the need for continuing professional education.

The third goal is **to develop learning tools essential for effective professional education, professional practice, and lifelong learning, including • gaining skills for critical thinking, • reading and interpreting literature, including research, and • presenting information, both orally and in written form.** These are not the only important learning skills, of course, but are those which are specificaly addressed in this course. Some are obvious and will not be discussed here: preparing and giving oral reports, writing papers, learning to read research. Others which may be less common but are no less important are learning to abstract (as part of reading and interpreting literature) and understanding the use of language (as part of critical thinking).

An important learning skill developed in this course is that of learning to abstract. Most students are able to read the assigned literature and to report what was said, but they experience considerable difficulty when asked to identify the key idea/ideas and their supporting arguments. A series of practice exercises, including comparisons with the thoughts of other students, are used to help develop this skill. It is considered essential that students be able to identify the major points of a writing in order to interpet, critique, or compare it to other literature. Groups vary in how quickly they develop this skill, but it appears to be critical in the accomplishment of the other goals of the course.

Attention in this course is also directed to understanding the uses of language as one means of thinking critically about the literature. Learning experiences to develop this skill are based on the work of John Wilson in *Language and the Pursuit of Truth* (1956). According to Wilson, determining the truth of something requires three things: to know what a statement means; to know how to verify the statement; and to have some evidence for believing the statement. Once one has satisfied the first two conditions, the third condition is simply a matter of collecting evidence based on ordinary or scientific observation.

The conditions of meaning and verification, however, can be difficult ones. Briefly, they include learning to distinguish the different types of words and their uses, and learning to identify the different kinds of statements, their functions, and their verification.

Wilson identifies several different kinds of words: descriptive, evaluative, pointer, and interjections. While pointer words (which help to qualify other words) and interjections (which express feelings) are important types of words, attention in the course is focused on descriptive words and evaluative words. According to Wilson, the basic function of descriptive words is to describe experience or to give information about the world around us. Some descriptive words are simple and concrete while others are abstract. Evaluative words are used to praise, blame, commend, or criticize, or otherwise give or deny value. Use of an evaluative word implies that one has criteria or principles of judgment in mind in order to give or deny value, but does not indicate what those criteria or principles might be. (To say "that is a good program" indicates giving value, but it does not indicate on what basis the value is given.) Wilson points

out that few words are only evaluative words, with most a mixture of evaluative and descriptive characteristics (that is, they can be used in either way). For example, to say "she is a professional" might be used in a descriptive sense to indicate she is a member of a profession, or it might be used in an evaluative sense to indicate her work is of high quality. Learning to distinguish between these two kinds of words and to recognize the mixtures of uses which may occur are important critical thinking skills because it is easy to move from one kind of use to another without making this change explicit.

As there are different types of words, so there are different kinds of statements. Wilson distinguishes between poetic communication — which we are intended to appreciate with feeling and where the literal sense has secondary importance or no importance at all, and prose communication — which is intended to make logical sense and requires understanding with reason rather than feelings. Most, but not all, statements in the home economics literature are prose communication.

The different kinds of statements include the following: **imperative statements,** which give commands; **attitude or opinion statements,** which indicate the wishes, hopes, fears, *of the speaker only;* **empirical statements,** which give information about the world around us; **analytical statements,** which have a logical function and indicate how we have agreed to relate the meaning of words to other words; and **value statements,** used to commend or to evaluate something. Each kind of statement is verified in a different way, and this is their major distinguishing feature. For example, verifying an empirical statement requires gathering descriptive information, while verifying a value statement requires identifying and agreeing upon criteria or principles of judgment. Analytical statements are verified by becoming clear about the meaning of the terminology used, and attitude statements are verified simply by checking with the speaker (or author).

In addition to learning how to make these distinctions in the uses of words and of statements, students are asked to review and critique the use of language in home economics literature. Particular attention is directed toward recognizing the mixed words which occur in home economics writings and to look for appropriate verification of the different kinds of statements being made. As a result of these language exercises, students are more able to think clearly and critically about what they are reading and to handle both real and apparent differences in the content of the literature.

Conclusion

As home economics seeks to clarify the nature of its field and to prepare competent and responsible practitioners, additional attention needs to be given to the kind of professional education socialization provided for its potential members. The purpose of this paper has been to describe some of the experiences included in the first professional education course in the School of Home Economics at The University of British Columbia. While this education is given during the first semester at UBC, it could be included in professional education courses at any stage during professional training. Regardless of where such education occurs, it would seem to be important that those in home economics give more systematic attention to this dimension of professional socialization. •

References

Anderson, E.P. Professional identify of home economists: A socialization process. (Doctoral dissertation, Pennsylvania State University, 1976).

Arata, D. *Higher education: Today and tomorrow.* Paper presented at the meeting of the American Home Economics Association, New Orleans, 1978. (Mimeographed)

Brown M. Paolucci, B. *Home economics: A definition.* Washington, D.C.: American Home Economics Association, 1978.

Carver, M.N. *Current trends in curriculum of home economics in higher education.* Paper presented at the meeting of the American Home Economics Association, Dallas, 1980. (Mimeographed)

East, M. *Home economics: Past, present, and future.* Boston: Allyn & Bacon, 1980.

Ferber, M.A., & Birnbaum, B.G. The new home economics: Retrospects and prospects. *Journal of Consumer Research,* 1977, 4(1), 19-27.

Hawthorne, B.E. *The cohesiveness of home economics as a discipline in higher education.* Paper presented at the meeting of the American Home Economics Association, New Orleans, 1978. (Mimeographed)

Marshall, W.H. Issues affecting the future of home economics. *Journal of Home Economics,* 1973 65(6), 8-10.

Parker, F.J. *Home economics: An introduction to a dynamic profession.* London: Collier Macmillan, 1980.

Super, D.E. *The psychology of careers.* New York: Harper & Row. 1957.

Thorne, E. The two faces of home economics. *Journal of Consumer Studies and Home Economics,* 1979 3(2), 127-134.

Troll, L.E. *Early and middle adulthood.* Belmont, Calif.: Wadsworth, 1975.

Vaines, E.L. Introduction to home economics: First experiences in professional education. Part II. *Canadian Home Economics Journal,* 1982 32(4).

Wardlaw, J.M. Perspectives on home economics and family programs in Canada. *Canadian Home Economics Journal,* 1977 27(3) 55-60.

Western, J.S. & Anderson, D.S. Education and professional socialization. *The Australian and New Zealand Journal of Sociology,* 1968 4(1), 91-106.

Wilson, J. Language and the pursuit of truth. Cambridge: Cambridge University Press, 1956.

Part II

Eleanore Vaines

Part II builds on Part I and describes the ideas and experiences provided for students enrolled in the second half of the first year course in professional education. This course is not only what is usually thought of as a course, that is, lectures, exercises, papers and discussions, but represents a stage in the student's development. One manifestation of this is that the students enrolled in this second course are relatively committed. After discovering in Home Economics 100 what the field is about and what kinds of professional opportunities are available, some students decide to transfer to other faculties or institutions. Thus those who do attend tend to be able to deal with some of the risks and ambiguities of becoming a member of a female majority field which is emerging. As Arcus noted in Part I, "Home economics is one of those professions which lacks a clearly defined philosophy . . . . [and there] is a need to provide for integration . . . of the subject matter of the field." This subject matter includes knowledge about the knowledge of the field (epistemology) and this second course addresses some of these concerns and seeks to engage the student in understanding what is needed to evolve a normative view of the field. This includes analyzing some of the field's embedded ideologies and further developing learning competencies essential for the student's professional education, professional practice and lifelong learning.

Eleanore Vaines has been a member of the faculty of the School of Home Economics at the University of British Columbia since 1964. She has a BS from the University of Washington: MS from Cornell and a PhD from Michigan State University. Her teaching and research are concerned with professional development.

The purposes of the second course in professional development are to introduce the students to home economics as an area of study and to assist them in integrating the three components of the field: Home economics as an area of study, home economics as a profession and the mission of home economics. These components incorporate the concerns of professional education to help the student gain an understanding of the intellectual, pragmatic and ethical activities of home economics (Greenwood, 1966; Brown & Paolucci, 1979; Kieren, Vaines, & Badir, 1982). The emphasis on integration in this course provides further opportunities for the student to understand the field as well as their role as a professional.

Four major goals have been identified for the second course in professional education and a series of learning experiences planned to help accomplish them. The first goal is to be able **to discuss orally and in writing home economics as an area of study**. The background for the lecture discussions are drawn from the text, *The Home Economist as a Helping Professional* (Kieren, Vaines, & Badir, 1982[a]), *The Decade Reviews* referred to in Part I and recent literature primarily from journals. Students are also encouraged to find additional information related to the assignments associated with this goal.

Home economics as an area of study is not so much presented as explored. Since there are still many questions which remain, it is an opportunity for the student to use what has been written and discover how viewpoints evolve and knowledge is created. These endeavors use what the student has learned in Part I on abstracting and use of language. For example, what are the meanings of some of the terms used in the literature such as content orientation? subject matter? theory? knowledge? conceptualization? discipline? root discipline? Helping students think critically about literature is a theme throughout all of the professional education courses but is especially crucial in these introductory courses.

Home economics as an area of study has been conceptualized in at least four ways (Brown & Paolucci, 1979; East, 1980; Kieren, Vaines, & Badir, 1982): As preparation for homemaking; as vocational training; preparation as a subject matter professional and as a helping professional. Each one of these conceptualizations and their interpretations in higher education are explored and a case built for each. Students are asked to use Wilson's (1956) means of determining the truth (Arcus, third goal, Part I) to analyze and present each way of viewing home economics as an area of study. The commonalities in the simplest terms are that all four conceptualizations share a common history which is interpreted in different ways; a content orientation which focuses on subject matter related to the daily lives of individuals and families and the use of the content orientation is directly or indirectly used to benefit society. What makes home economics as an area of study unique from other fields is the translation of the subject matter or content into some kind of preventive human service and the integration of subject matter from many disciplines and fields to fulfill the mission of home economics.

When the students have explored and shared the different conceptualizations of home economics they write a paper in which they present a case for one of the conceptualizations studied. This paper gives the student an opportunity to bring together the aspects they learned in Part I and Part II: Knowledge about the field, critical thinking skills, reading and interpreting literature, and presenting information in written form.

Part of this exercise includes helping the student get involved in some of the so-called controversies of home economics. Is home economics a multi, pluri, inter or transdisciplinary field? (See for example, Daniels, 1980). While viewpoints are expressed, the emphasis is on helping the student deal with issues and concerns which are facing home economics. Since at this point there are no "right" answers the rewards for the student and the teacher are on learning to think about an issue and when and if a conclusion is reached that it is based on a carefully conducted investigation and systematic and logical thinking.

The second goal of this course is **to identify some of the major issues facing the field** and is combined with the third goal which is **to integrate the first two goals and as a result be able to discuss the three basic components of the field as a whole system**. The activities associated with the first goals provide information and competencies to assist the student in achieving the second and third goals. But in addition, it is important to deal with these as separate ideas and teach students what to integrate, provide examples of integration in the literature and through assignments help students integrate what they have learned in Part I and II of this course.

Individual faculty members representing the major areas of the field are invited to present an overview of their area of study, discuss the courses for which they are responsible and share some of the research they are doing. In the course of the hour in which the presentation is given, appropriate journals and resources are shared which can help the student have some basic insights into where they can go to keep-up-to-date in each area. One faculty member in each of the following areas participates: **Family as Environment** — 1) Family, 2) Human Development and 3) Family Resource Management are the three areas related to this concept which are elaborated. Family in the **Near Environment** includes: 4) Foods, 5) Nutrition, 6) Clothing, 7) Textiles, 8) Applied Design and 9) Housing are the nine which are presented. After each session the students discuss what has been given and the process of building a framework in which to think about the arrangement and integration of the conceptualization is explored using General Systems Theory. At the end of this series, in groups the students design a conceptualization of home economics as an area of study which is shared with the class. At that time goal two is explicitly dealt with and the students are helped to see the interrelationships between the ideas and competencies which they have been dealing with in the course. It is at this point that students are asked to analyze and synthesize the finer points of what has been covered and deal with concepts which are essential to understanding home economics as a field. Some of these include an analysis of the ecosystem approach, the theory-praxis relationship and ways in which these are compatible with the three basic components of the field. Examples from assigned readings, the discussions with visiting faculty members, and information read and presented in class are used to facilitate further clarification of language used in organizing the ideas into a meaningful whole which can be intellectually and morally justified. By the end of Part II of the course the student is expected to be able to discuss and doc-

ument views of what home economics was, is and should be in relation to what the field believes, studies and does. As a result the expectation is that students can begin to participate in their profession, join professional organizations as student members and contribute and learn about home economics at their level of expertise.

The fourth goal of the course is **to develop competencies essential for effective professional education, professional practice and lifelong learning**. Therefore, this goal repeats and extends goal three presented in Part I. In Part II, however, the competencies are achieved by using task-oriented modules which are assigned to be completed by groups of four students. As modules have been developed a number of different ones have been used. With the publication of the Module workbook by Kieren, Vaines, and Badir (1982) two are now used for this course. They are Module 1, *Developing a Professional Identity*, and Module 2 *A Systems View of the Profession*. (Kieren, Vaines, & Badir, 1982[b]).

The students are introduced to group processes and their teams are formed to work independently to achieve the assignments associated with the group work. These assignments focus on helping the students **evaluate** what they have done and not on the contents of the module. For example, one way of helping the students do this is asking them to evaluate the module. Another assignment requires students to keep a journal about their teamwork on the module using criteria to assist them in becoming more aware of group processes. In this way they not only must think about what their group has done in relation to the module exercises but they are introduced to assessing written communication.

One of the outcomes which most students experience as a result of the group work is the establishment of relationships with colleagues which is more than a social friendship. Learning to work together to achieve professional tasks is seen as an essential aspect of becoming a professional person.

Marjorie Brown has noted that:

> If home economists are to contribute to the welfare of families and individual family members and of the society generally, ... they need to have certain qualities as persons... The conceptual requirements of a home economist who would fit the model of home economics ... are highly complex... Cognitively complex persons are more likely to define and to cope with "practical" problems in abstract and theoretical terms, moving back and forth between the concrete situation and complex, abstract knowledge related to it with greater ease... If the problem of families and the concerns of home economics generally are to be approached creatively and adaptively these qualities are needed in members of the profession. (Brown, 1970, p. 28)

It is clear that in order to internalize a professional role, preparation of a professional must go beyond a general level. There must be opportunities available to students at the pre-professional level of their socialization to integrate theory and knowledge with the array of competencies necessary to translate theory into professional practice and understand the interdependent nature of theory and practice. As Brown has noted this is not a simple process but one which requires cognitively complex persons. Some aspects of this socialization process can be taught and attention to these matters can greatly enhance the members of the social system and all aspects of the field. •

References

Brown, M. *Inquiry on values: Implications for home economics research and education.* A paper prepared for the Clara Brown Army Symposium on Family Values, Minneapolis, March 17, 1970. (Mimeographed)

Brown, M. & Paolucci, B. *Home economics: A definition*. Washington, D.C.: American Home Economics Association, 1979.

Daniels, C.E.J. The organization structure of home economics: A consideration of terminology. *Journal of Consumer Studies and Home Economics*, 4 (1980), 323-339.

East, M. *Home economics, past, present and future*. Boston: Allyn and Bacon, 1980.

Greenwood, E. The elements of professionalization. In *Professionalization*, H. Vollmer and D. Mills (Eds.). Englewood Cliffs, New Jersey: Prentice Hall, 1966.

Kieren, D. Vaines, E. & Badir, D. *The home economist as a helping professional*. (In process 1982[a]).

Kierne, D. Vaines, E. & Badir, D. *The home economist as a helping professional: A modularized student workbook*. (In process 1982[b]).

Wilson, J. *Language and the pursuit of truth*. Cambridge: Cambridge University Press, 1956.

Computer Age: Are We Ready

(Continued from page 192)

tory report maintenance, education), clothing (pattern alteration and design, weaving, education, research, textile analysis, artistic expression), and family relations (observing children, parent and family life education, life skills education for mentally retarded or developmentally handicapped individuals, research) as well as business applications. The philosophy, the personnel, the practical problems are all there — what remains is the response from individuals.

Are You Ready? If so, let's go! •

References

Brown, M. & Paolucci, B. *Home economics defined*. Washington, D.C. American Home Economics Association, 1980.

Campbell, J.O. Personal computers in the classroom. *Interface Age*, October 1979, 68-70.

Cousins, N. The computer and the poet. *Saturday Review* July 23, 1966, 42.

Crown, E & Doherty, M. *Computer managed learning as facilitor of individualized learning in textile science*. 1982 Proceedings of Association for Development of Computer-Based Instructional Systems, June, 1982, Vancouver, British Columbia.

Dorf, R.C. *Computers and man*. San Francisco: Boyd & Fraser, 1977.

Fetterman, N., Dickey, L.E. & Petrarca, A.E. *Bibliography of clothing literature with accompanying indexes*. Paper presented at National Meeting of the Association of College Professors of Textiles and Clothing. Washington, D.C., October, 1980.

Kieren, D. Learning to interview with the help of a microcomputer *Canadian Home Economics Journal*, 31(4), 1981, 207-213.

New Directions I. Washington, D.C.: American Home Economics Association, 1959.

New Directions II. Washington, D.C.; American Home Economics Association, 1975.

Wilson, J. Home Computers: The Latest Extension Education Tool *Canadian Home Economics Journal*. 31(3), 1981, 140-144.

This article is a revision of the keynote address given October 3, 1981 at a seminar co-sponsored by the British Columbia Home Economics Association, the Canadian Home Economics Association, Home Economists in Business, Teachers of Home Economics Specialist Association and the University of British Columbia School of Home Economics Division of Family Sciences.

Each profession has the duty to apply its special skills in an ethical, socially responsible way; and each profession is accountable to society for the contribution it should be making.

Marcel Massé, Opening Address, CHEA Conference, 1982.

Home Economics:

Opening New Doors Through Co-operative Education

Marilyn McDowell

Co-operative Education is a process of education that integrates a student's academic study with paid, career-oriented work experience under the direction of co-operating employers. For the student, *co-op* offers a chance to "try on a career" and test general interests and capabilities. It adds relevance to the classroom. From the employers point of view, co-op offers cost effective professional recruiting and access to a highly motivated and skilled labor pool (The Co-operative Education Association).

At Mount Saint Vincent University, one of fourteen universities in Canada now offering co-operative education, this program takes on an added dimension. As a university whose primary objective is to provide an environment for the higher education of women, the Mount hopes its co-operative education program will more effectively prepare women to assume decision making and leadership responsibilities. In the Home Economics Department this includes expectations that students will consider not only traditional occupations in dietetics, family and consumer services, merchandising, marketing or teaching but in addition, will explore possibilities in other areas which integrate skills and knowledge related to home economics. In the Maritime region where there are more university graduates per capita, coupled with fewer employment opportunities than elsewhere in Canada, the greatest advantage of co-op education may be its potential for new jobs for home economists.

The Program

The total co-operative work experience is normally 50% of the time spent in academic study. Students usually complete three work terms of three or four months alternated with semesters of academic study. These requirements meet the accreditation criteria set down by The Co-operative Education Council of Canada. Admission to the program is made at an interview with the student, the faculty advisor and the department's co-op coordinator after the student completes the first semester on campus. Grades are reviewed, and the student's interests, career aspirations, past work experience and capabilities are discussed. Admission may be deferred for reconsideration once academic performance or work habits are improved. Students are given specific suggestions or referrals to remedial services. Generally students maintain an above average grade standing. Students register for each work term and pay a tuition fee equivalent to a two-semester course. Satisfactory completion of each work term is noted with a "Pass". To graduate with the "Co-operative" distinction noted on their degrees, students must successfully complete three work terms in addition to all of the normal academic requirements. During the work term, the student is treated as a regular employee and receives the wages and benefits of full-time employees in equivalent jobs. Students conduct themselves according to employer expectations and work within union or labor-management guidelines.

Sequenced Learning Experiences

Just as the academic program incorporates a carefully planned sequence of learning activities over the total program, so too is a development sequence part of the work placement component. Students have an opportunity to apply knowledge and skills learned in a competitive work situation. Each placement offers progressively more demanding responsibilities. Incoming co-op students prepare a curriculum vitae prior to their first placement. Learning to assess and present their capabilities with confidence becomes part of the developmental aspect of co-op education. On completion of the work-study program the student has demonstrated identifiable competencies in the workplace as well as the academic setting.

Dr. Marilyn McDowell chairs the Home Economics Department at Mount St. Vincent University, Halifax, and has co-ordinated co-operative education within the department since its introduction in January 1980. Prior to joining the University in 1978 she spent 20 years in Northern Education with the Canadian government where she developed and co-ordinated education programs at all levels, K through post-secondary, adult and occupational preparation — most latterly initiating an on-the-job training program to prepare Native people in the Yukon and Northwest Territories for trade, technology and para-professional positions. Dr. McDowell currently directs projects concerned with home economics for Native Canadians and an inter-university link with Malawi, Central Africa.

The concept of individualized education programming is very much a part of co-op education. The Mount has always claimed its size permits frequent student-faculty interaction and individualized attention to all facets of student life. Co-op education at the Mount is faculty-based; administrative support is limited to a director who provides overall direction and supervision to the program. Faculty advise and supervise students and liaise with employers, screen or develop job descriptions, visit the stu-

dent on the job, and approve, in consultation with the employer, topics for the work study report each student prepares during her work semester.

The whole sequence of activities from information sessions, preparing applications, interviews with faculty, preparing curriculum vitae, applying for posted jobs, interviews with employers, to placement and preparation of a work term report, blends individual student initiative with faculty advisement and provides opportunity for individual development. During the work term, employers participate in the process of professional preparation.

A debriefing session after the work term ends allows students to meet as a group with each other and faculty advisors to share experiences. As difficulties and satisfactions are recounted, certain experiences appear common. For example, most students find it difficult to supervise other employees. Further, any perception of glamor associated with a professional or management position falls away with the revelation that with authority often comes a requirement to be first to arrive and last to leave the workplace! Prospective co-op students are invited to attend debriefing sessions: returning students present a far more realistic picture than any faculty advisor or employer could ever paint. At the same time, these veterans offer reassurance that the unknown of a new situation can be conquered. During the debriefing process, students are guided to assess and analyze the skills and interests they have acquired, and to evaluate potential opportunities for growth and development in positions available to them.

Crystallizing Career Choices

Students entering university have made a tentative choice of job or career. They have narrowed their goals but still maintain considerable vocational flexibility. The principal task in career choice is typically the selection of a path to follow from two or three strongly held interests. Faced with this selection, students are fearful of choosing what may eventually be an unsatisfying occupation and are still relatively naïve about conditions and financial rewards to be expected in specific occupations. Co-op education and the academic advisement integral to the program are based on the theory that career choice is a process of matching oneself against jobs or careers in terms of interests and aptitudes (Osipow, 1973). As students crystallize career decisions, they appear to be more motivated, and to retain more of the academic and professional content of their course work. Professional ethics, career commitment, responsibility and initiative take on new meaning for co-op students. Whether differences are real or imagined begs closer examination, but the growth in confidence, poise, and professional competencies co-op students exhibit is encouraging. For co-op students, advisor-advisee interaction is increased which may influence feelings of satisfaction on the part of both.

Benefits to the Employer

Employers find the co-op program an efficient way to recruit staff. Established positions may be filled by students on a rotational basis, or special projects assigned to the co-op student to help solve specific problems or carry out special tasks on a one-time basis. Expertise available in the form of faculty advice is attractive to employers.

Work terms of three to four months followed by a debriefing session give students an opportunity to reflect periodically upon their career development and the requirements and opportunities of the work place. During the debriefing sessions, students often discover that conditions they thought unique to their work place are shared by others. Frequently they find they progress more slowly than they would like in assuming increasing levels of responsibility. They discover that other students also find that job or salary advancement does not come as rapidly as they might wish and they identify exigencies or conditions in the work place that retard their pace. Frequent job changes common among junior management ranks represent a significant cost for firms that must invest time and money in recruiting and training managers. Employers find that graduates of co-op programs who have had access to more information and career exploration are less inclined to engage in "job hopping" in attempts to hasten career advancement.

Frequently students complain of the repetitive nature of their assigned tasks but come to learn that this is an unavoidable part of the job, or find an acceptable way of working out the problem with their supervisor. A relatively small number of students are unable to do this, and for them a cooperative placement is an unsatisfactory experience.

Incentives for the Student

Co-op programs enable students to finance their education completely. Earnings vary according to the occupation and level of responsibility required. Students claim that salaries of positions offered through co-op are equal to or better than salaries of summer jobs they might find on their own. The starting dates are posted before exams begin and to date there are more jobs than students, so that co-op candidates feel confident that they will receive at least one offer from an employer. A further attraction for co-op education is the promise of obtaining a series of interesting jobs, at reasonably good salary levels, which will enhance prospects of finding permanent employment in one's chosen field upon graduation. Results of co-op education programs elsewhere indicate that over 90% of co-op graduates find jobs in their fields, as compared with 60% of conventional graduates. Furthermore, 50% of co-op graduates are hired by their last co-op employer.

Students break out of the traditional academic year mold to begin their four-month work placements in May, January and September. Hence students gain a more realistic view of the rhythm of the work year, seldom seen by those whose only work experience is during summer.

For many students, the co-op program provides incentive to improve academic performance. While course marks or grade point average are not the sole criterion for acceptance to the program, students are expected to show evidence of ability to apply what was learned in class or laboratory in a work situation, and average or above average grades are indications of this. Several students have shown remarkable improvement in course grades because they sought to join or remain in the co-op program. Students experience some additional pressures as they alternate semesters of academic study with work terms; they face limited course selection particularly during summer when fewer courses are offered, when it may be difficult to find a suitable elective. Initially, some hesitate to go off to a new area knowing they need to find accommodation, new work mates and friends. Most find that a support system is put in place rather quickly and they feel a

(Continued on page 187)

Revisioning Curriculum: The Argument for a Rationale

Linda Peterat and Carol McLean

Abstract

In the past, curriculum has been envisioned in a limiting, technical manner which has ignored the development of rationales. Current conditions or questions in education required that we reflect on what we do as educators, and engage in the curriculum action of developing rationales for our programs. Developing such a rationale entails fundamental questioning of what is home economics, what is education, and what is morally and intellectually justifiable action with people.

Résumé

Dans le passé, le programme d'études a été envisagé de façon technique et limitée, ce qui a empêché le développement d'analyses raisonnées. Les conditions ou questions actuelles en éducation exigent que nous réfléchissions à notre travail d'éducateurs et que nous nous mettions à développer des analyses raisonnées pour nos programmes. Le développement de telles analyses entraine certaines questions fondamentales telles que: qu'est-ce que l'éducation, qu'est-c que l'économie familiale et quelles actions peuvent se justifier moralement et intellectuellement?

Griffin (1979) claims that a curriculum is a value statement. As we choose certain activities and outcomes in a curriculum plan, we imply that other activities and other outcomes are not so important as those that we include. A curriculum is also a plan for action, action involving other people and with the intent of changing the people for whom it is planned, teachers, and in turn, students. A curriculum expresses a vision of possiblities, of what might be or should be, the educational experience. Thus, we can say that a curriculum is a plan for valued action in the educational setting. Curriculum planning is the process of arriving at this valued action statement. Developing a rationale for a curriculum is the essential part of any curriculum change or development project, and yet a survey of curricula from various provinces across Canada reveals that seldom is a curriculum based on any substantive or clear rationale. In this article, we outline the need for a rationale, suggest what an adequate rationale would entail and project the benefits of such curriculum activity for teachers and curriculum consultants.

The Need for a Rationale

Curriculum development projects have come to focus their activities on setting goals and objectives, and outlining concepts, generalizations, learning activities, and suggestions for evaluation. Focusing on these is not surprising for they represent the scope of curriculum deliberations recommended by Tyler (1949) and other curriculum theorists, whose thinking has dominated the curriculum field in this century. This dominance is attributed to the influence of scientific management principles, emphasizing efficiency and objectivity, which shaped educational programs and organization. A further influence, particularly in the 1950s and 1960s, was the race for space and the resulting emphasis on true or pure sciences. A belief in objective knowledge and facts pervaded curriculum development.

Recent criticism of this scientific and technical approach to curriculum planning has shown however, that it is not value neutral (Griffin 1979; MacDonald, 1977). While focusing curriculum activities on the technical aspects of formulating objectives, generalizations, and conceptual schemes, we have assumed that all teachers, and, in turn, students (and public) agree on the underlying assumptions of the program. MacDonald (1977) recognizes this when he states that curriculum concerns are really societal concerns in microcosm: What is the good society? What is the good life? What is a good person? By focusing on the technical aspects of curriculum planning, we have arrived at a point where developing rationals for our programs are either ignored or developed post facto.

We have frequently chosen to ground our curriculum on academic interpretations of the latest trends in the field or on either formal or informal surveys of teachers thoughts and feelings. Frequently we justify a curriculum change by no more than stating that we live in a changing world, that change is inevitable and then seize upon the currently popular futurist to justify our action. Home economics is particularly prone to justifying change as a response to social problems — adolescent pregnancy, family crises or poor nutrition habits. While sensitivity to social and personal problems or trends is an element in curriculum considerations, it should not form the primary rationale for a curriculum change or direction. Often we have attempted to develop a rationale as a late justification for an already existing curriculum plan.

Program planners may confuse the rationale with the goals of a program. The goals are the broad, general statements about the intended outcomes of learning, or the expected learning behavior resulting from the use of instructional material. The rationale, on the other hand, encompasses the goals for the program and also states the underlying philosophy or reason and purpose for the content and the treatment of that content in a particular program. The rationale for a program is thus one step back from, or prior to, such technical concerns as goals, objectives, generalizations and activities. It asks: What is education? What is home economics? What is learning?

Linda Peterat is a doctoral candidate in the Department of Secondary Education, University of Alberta. She holds a B.Sc.H.E., B.Ed., and M.Ed. from the University of Alberta. **Carol McLean** is a teacher with the Edmonton Separate School Board. She received a B.Ed. and M.Ed. from the University of Alberta.

Since a curriculum plan is a plan for "valued action" with other people in the classroom with the intent of altering the way they view their world, a curriculum needs to be both morally and intellectually justifiable. The intent behind home economics education is to affect people's home and family life by influencing their understanding and attitudes. This educative action with people is a moral act which must be based on clear and reasoned judgement about what we consider to be important qualities in the home and family, and what we consider to be appropriate knowledge.

Intellectual justification for curriculum needs to turn to core considerations of philosophy: What is knowledge, what it means to be human, and the relationship between people and their world. These considerations must be worked out within the historical, political and social context in order to be justificable. To consider questions at this fundamental level opens the possibility for meaningful dialogue.

Whenever a teacher makes a decision (whether formally or informally) about what to teach, a value judgement takes place. Werner and Aoki refer to these values, assumptions, beliefs, priorities and conceptual biases which each teacher holds as "philosophical underpinnings" or as the "underlying conception of a program" (Werner & Aoki, 1979, p.9). Our curriculum plans, whether evident as individual teacher judgements about action or as a detailed and prescribed document, rest on a philosophical and value base which has been taken for granted and thus ignored in the common, technical approach to curriculum. The purpose of a rationale is to make explicit this philosophical and value base. Such a rationale would provide a coherent framework for deliberation and planning of action. Developing a rationale becomes a deliberate reflective consideration of the possibilities of a program.

The current situation in education is demanding that we engage in fundamental considerations of our home economics programs. The emphasis on "back-to-the-basics" has questioned the intervention of schools on traditional family influence or responsibility. This requires us to consider the political and idealogical dimensions of home economics in our curriculum planning, and to justify our programs to administrators, parents, and the public at large.

At the same time, home economics must justify itself in terms of other interest groups who have recognized the value of home economics content and methodology and have begun to develop programs which overlap our area. We need to rationalize our programs morally and intellectually so that we are able to act in terms of some vision or ideal rather than merely react to societal trends and pressures.

Developing a Rationale

Brown (1978) proposed that the essential elements to consider in developing a curriculum rationale are: the concept or view of the learner, society, subject matter, knowledge, aim of education and the generalized method in education. Some questions to consider in beginning a rationale are: What is learning? How do students learn? Is there something unique about learning in home economics? What is the relationship of the student to society and of education to society? What is knowledge? How do we know? What is the purpose of education for the student and for society? What is home economics? What kind of knowledge and mode of inquiry is appropriate to home economics? How does education occur?

Each one of us, as educators, reveal through our own actions, our responses to these questions. Developing a rationale becomes an opportunity to articulate our base of action which may, to this point, have existed only either implicitly or intuitively. We can begin by personally thinking about or writing our beliefs or ideal for each of the questions. We will undoubtedly find inconsistencies or incoherencies within our rationale as we articulate it, for the questions are broad and have been the concern of philosophers for centuries. Our questioning takes us byond ourselves, to consult and discuss with other home economists, educators, philosophers, sociologists and psychologists, for in each questioning there are alternatives to consider.

Based on Habermas (1971), Aoki (1979) distinguished three orientations to inquiring into curriculum, each founded on distinctively different forms of knowledge: nomological, situational interpretive, and critical. This triparadigmatic scheme provided a basis for considering the relationship of people to their world and the forms of knowledge appropriate to home economics education. Is knowledge the acquiring and retention of facts, a meaning giving activity, or critical knowing combining reflection and action? Is the purpose of education in the intellectual and technical control of the world, in developing personal and interpersonal meaning or in transforming oneself and society in an emancipatory interest?

Brown (1978) outlined the three alternative curriculum rationales described as: discipline-centered, student-centred and action directed (in creative, critical and orally responsible ways). In each, the views of society, the learner, knowledge and education vary.

Brown (1980) has detailed and elaborated a comprehensive conceptualization of home economics education. Her conceptulization emphasizes "The family as a source of improvability of persons as individuals and of the human condition generally and on conditions in society which need to support the family in its efforts and, in contemporary society, which need to change in order to do so". Less emphasis is placed on the "immediately utilitarian know-how knowledge and more emphasis on developing the conceptual systems and rational capacities of students" (1980, p. 131). Brown's document can be of immense value to teachers and consultants engaged in developing a curriculum rationale. The tendency may be to rush to adopt wholeheartedly a pre-packaged rationale, for our traditional, technical approach to curriculum has led us to seek answers and easy solutions from others, not from within ourselves and our own situations. This tendency must be recognized and any "model" rationale must be critically analyzed by teachers according to their own rationales for action.

Teachers and consultants committing themselves to develop a curriculum rationale must be prepared for open-ended and challenging discussion. Such fundamental curriculum work does not accommodate itself to tight timelines nor to fixed projected goals. Developing a rationale is an exploratory and communicative action, one in which original questions may alter and further questions will emerge. It is a reflective activity which links practice with thought. It is a curriculum activity which holds the possiblity for fundamentally altering action in the classroom for it examines *and questions* the underpinnings of such action.

A second major tendency, which will be challenged by openly examining and developing a rationale, is the tendency or desire for consensus. We need to question this desire for consensus and whether it is wrought at the cost of initiative and creativity. Through developing a rationale, we may recognize that we cannot all agree and yet by deliberating on fundamental questions we can learn from each other's differences as well as similarities. Where there

are vast differences in history and culture, rationales differing substantially in intended action may be the only morally and intellectually justifiable approach. Given that curriculum, in all likelihood, will be centrally developed, it is paramount that the rationale be explicity stated.

Implications for Educators

The development of curriculum rationale moves curriculum planning from a technical to a communicative, reflective mode of action. Reflecting on the action and purpose of a rationale involves a revisioning of curriculum planning. While this means being prepared to work with uncertainty, it also means that significant and meaningful dialogue can be opened on the possibilities and directions of our being and doing work as home economics educators. Our revisioned curriculum demands a relationship of honest, open communication and trust among curriculum workers. It means that no one has a scheme or direction for a program which they wish to impose and manipulate others to accept. It means that teachers, administrators and other consulting experts seek jointly to find a better way, a better program. Our revision claims that we gain knowledge and growth as educators through reflection on our actions and dialogue with others.

For individual teachers curriculum development would involve significant reflection on the basis for her or his action. It would provide a network through which teachers could engage in substantial dialogue with each other. Rationalized curriculum would be the task of every educator. As Griffin states:

> We must as curriculum planners develop the skill of rationalizing our curriculum decisions, presenting that rationalization to those who will engage themselves with our curricula, test the rationalization against the values for our clients and clarify for ourselves and for others the bases for our teaching. (1979, p. 58).

For centralized curriculum planners visioning of curriculum entails a revisioning of relationship with teachers. The relationship would focus on facilitating interpretive and reflective action in which learning is situated in relationship to teachers and their situation and to the broader professional and educational milieu. •

Bibliography

Aoki, T. *Toward curriculum inquiry in a new key.* University of Alberta, Department of Secondary Education, occasional paper, 1979.

Brown, M. *A conceptual scheme and decision rules for the selection and organization of home economics curriculum content.* Madison, Wisconsin: Wisconsin Department of Public Instruction, 1978.

Brown, M. & Paolucci, B. *Home economics: A definition.* Washington, D.C.: American Home Economics Association, 1979.

Brown, M. *What is home economics education?* Department of Vocational and Technical Education, University of Minnesota, Minneapolis, 1980.

East, M. *Home economics, past, present and future.* Boston: Allyn and Bacon, 1980.

Griffin, G. Curriculum development: Current trends. In Hutchinson, V. (eds.) *New trends in home economics education,* Volume 1. Paris, France: UNESCO, 1979.

Habermas, J. *Knowledge and human interests.* Boston: Beacon, 1971.

MacDonald J. Values bases and issues for curriculum. In Milnar A. and Zaharik, A. (eds.) *Curriculum theory.* Washington, D.C.: Association for Supervision and Curriculum Development. 1977.

Tyler, R. *Basic principales of curriculum and instruction.* Chicago: University of Chicago Press, 1949.

Werner, W. & Aoki, T. *Programs for people.* Department of Secondary Education (University of Alberta) and Centre for the Study of Curriculum and Instruction (University of British Columbia), 1979.

Co-operative Education

(Continued from page 184)

sense of accomplishment for having ventured away from home or campus successfully.

Impact on the University

The co-op program does place additional strain on this university. Each co-op student costs the University an estimated 10% more than a regular student. The University cannot afford to go to a semester system. To allow alternating academic and work terms, most departments offering co-op — Business, Modern Languages, Public Relations, Home Economics — have created their own system. As a result, some courses must be offered twice as often. To expand enrollment during summer, an attempt has been made to schedule courses that will serve teachers or others as professional update. The range of electives available to co-op students is more restricted than for regular students. While faculty members find contact with employers stimulating, they are given no course release time and faculty advisors sandwich work-site visits between teaching and research responsibilities. Out-of-town visits are often combined with vacation or conference plans, but so far the number of students enrolled in co-op education is small and therefore manageable: each faculty advisor has been assigned up to four to six students per semester. Initially the cost of developing work placements and supervisions may exceed the tuition fee paid by the students; as the number of placements increase, however, costs decrease.

Contacts with employers throughout the whole process help faculty members become more aware of requirements of the work place and prompt them to refine content and delivery of the professional preparation they ofer within the university. As a result all students benefit, co-op and non-co-op alike. As more real-life examples are brought into the classroom, faculty and students are stimulated to engage in research-oriented activity of benefit to the public or business domain.

The greatest advantage to home economics may lie with co-op's potential to promote the profession. Information about the co-op program and direct involvement with students alerts potential and participating employers to the capabilities of the home economist. Those who had previously not considered hiring anyone with home economics training have been favorably impressed during what they, like the student, may have considered a four-month trial. Because the program is in the early stages and students so far have assumed only beginning level professional responsibilities, this response is all the more promising. •

References

Osipow, H. *Theories of career development.* New York: Appleton-Century-Crofts, 1973.

More information may be obtained from **Dr. Marilyn McDowell** *who chairs the Home Economics Department and coordinates its co-op program in the department at Mount Saint Vincent University, Halifax B3M 2J6.*

When the family breaks down, where does the disoriented child turn?

The Era of the Super-Teacher

Vicki McTaggart

Abstract

Adolescence is no easy time of life — it is a time of rapid growth and development, both physically and emotionally. Adolescents in a state of change seek comfort and security from the stable parts of their surroundings; most often the family provides this support. However, what happens when the family unit crumbles? Where does the adolescent turn? This article relates an incident in the author's home economics teaching career which made her keenly aware of how important it is for the educational system to be supportive of students from separated homes.

Résumé

L'adolescence n'est pas une période facile dans la vie d'un individu — c'est une période de croissance et de développement rapides, autant du point de vue physique qu'émotionnel. Les adolescents, se trouvant dans une phase de changement, cherchent le confort et la sécurité dans les éléments stables de leur entourage; la plupart du temps, c'est la famille qui représente ce soutien. Mais que se passe-t-il lorsque la cellule familiale s'effondre? Vers qui se tourne alors l'adolescent?

Cet article rend compte d'un incident dans la carrière de l'auteur en tant qu'enseignante en économie familiale, qui lui a fait prendre conscience de l'importance que peut avoir le système éducatif dans son rôle de soutien auprès des étudiants issus de foyers séparés.

Vicki McTaggart graduated from the University of Guelph (1974) with a Bachelor of Applied Science, majoring in Consumer Studies. Presently she is teaching Personal and Home Management at the International School in Manila, Philippines. Vicki has enjoyed two years of her husband's three year posting to the Canadian Embassy in the Philippines. She has been involved with the Philippine Society for Quality Control and the Home Economics Department at the University of the Philippines. Vicki is a member of the Ottawa and the Canadian Home Economics Association. Her postal address is P.O. Box 500 (MANIL), Ottawa, Canada K1N 8T7.

How many children in Canadian classrooms this year have gone through or are going through a divorce in their family? There were probably more this year than there were last year and certainly more students from separated families now than there were a decade ago. When the family breaks down, where does the disoriented child turn? From my experience, it is often to the school. Those within the school system, especially the teaching staff, may seem the only stable source of the trust, affection, attention and security no longer perceived to be at home. To respond to these extra demands placed on their time and their talents, teachers have to become super-teachers — not only giving direction to learning activities in the classroom, but also acting as a counsellor of human relations both inside and outside of the classroom. Home economics teachers, by the very nature of the discipline, may find themselves being asked to play this super-teacher role.

A Thought-Provoking Experience

Through personal observation and feedback from my students I have drawn certain conclusions. I spent one and a half years developing and teaching a course, Personal and Home Management, at the International School in Manila, Philippines. I accepted the teaching challenge quite ill-prepared. I had neither teaching qualifications nor experience. I developed an 18-week course which touched on issues I hoped would help students ease the transition from living in the cozy nest of home to moving out on their own for the first time. The first semester was successful. Enrollment increased by 50% for the second semester and the guidance counsellors encouraged me to develop an advanced course. My students, 50% male, 50% U.S. citizens, were 11th and 12th graders from educated, upper-income level, professionally successful families.

About one and a half years after the course had begun a student brought to my attention that I had ignored an area of great concern to adolescents — how to deal with the breakdown of human relationships. My students were asked to write a term paper on any topic we had covered during the semester. Here is what one 11th grade boy wrote:

(The Effects of the Broken Home on the Child, Manila, 1982)

This paper is written entirely from the author's point of view, and contains no material from any reference materials whatsoever. I feel that who better to understand these effects other than the child victim, if you will.

In this paper, I try to explain the effects that a divorce has upon the children. I will not only explain the bad effects, but also, if you can believe there are any, the good.

Divorce is always a traumatic experience for those involved. It is usually a messy, ugly affair where no one really comes out the victor. Most people seem to always dwell upon how it effects the adults involved. This is fine, since after all, it is really the adults who are directly involved in the whole affair and not the children. However, the children of a broken home are almost assured of living with that scar upon them for the rest of their lives.

Usually divorces are not a direct result of the children. There are cases, however, where the divorce occurs because of the children. The father can't cope with his responsibilities, the mother wants to be freed of all her tie downs and sometimes the adults will find that their marriage is just not the same with kids as it was before. Maybe they don't get a chance to spend time alone anymore, or maybe they have just used up all their love on the children.

One of the common effects of a broken home upon children that I have noticed is the child's insecurity. Children often find that the one thing that they had found sacred, their parent's marriage, has suddenly collapsed. This often leaves them with the feeling that if that marriage was not for sure, a definite thing, then what is. They find that they are no longer able to rely on things and to trust people. One spin-off of this is that after the divorce has taken place and the parents have gone their separate ways, the parent without the child usually makes plans with the child or children to go out with them — take them to the zoo, a baseball game, a fair, anything. Many times the parent will find himself unable to fulfill these tasks which he or she has previously "promised" to do. This again leaves the child with a cold sense of security, feeling unable to trust anyone or anything around him.

Another effect of a broken home is the child having to be raised by only one sex. This is a large disadvantage to the child because he sees only one viewpoint of all problems. Children often look up to their parents in almost all respects. Their entire viewpoints politically, morally, their whole outlook on life is shaped in a large part by their parents. If children have only a mother or a father whom they spend the majority of their time around, they will quite likely develop this viewpoint. They also will begin to look upon life as a dictatorship, because the child hears everything one-sided. If a parent is, for example, talking about politics and the parent is pro-Reagan, for example, all the child is going to hear is good things about Reagan because the parent knows no better. If there was a second parent, however, then the child might get a more objective viewpoint, and be able to look at the situation through a different light; to understand two viewpoints and to see that not all people are in favor of Reagan or whatever the topic may be.

I believe that it is quite beneficial all throughout life for a child to hear [about] it from two sides. This is something that will really have great bearing on a child's life. Bear with me, this is going to get a little confusing. If a child were sitting and listening to his parents' discussion about, say, the Falklands, he might first hear his mother say that she feels Argentina is in the right. However, the father may disagree with her, he may feel that the UK is in the right. Then the father might proceed to explain to the mother why he feels that way. The mother may then realize that maybe the UK *is* in the right and she may understand the whole problem better. If there were no father and say only a mother, the child would get only her views. The part where the child is missing out is where the rebuttal happens, the child is not just missing hearing about the UK, but he is missing the lesson that people can be wrong and that if they listen they can possibly change their views and see the difference. The child's whole sense of values is altered here by whether he has a half home or a full house.

Another problem that the child faces, or rather sometimes faces, is when the parents fight over the child. It is often hard for a child because he or she often feels that they should make a choice between parents, something that is close to impossible to do. This poses a heavy strain on the child and if he or she ever does make a decision or believes he did something to directly effect the decision then he will feel guilty for abandoning the other parent.

Hostility towards the parent or sometimes both parents is often a major problem, too. Children often become upset with their parents because they feel that their parents have been unfair to them or have robbed them of a good childhood. This is not totally untrue. However, it nonetheless puts a good deal of strain between the parents and the child.

I believe one of the more longlasting effects is *guilt*. Many children will feel guilt towards their parents' divorce. They often feel that the divorce was directly their fault, and that they have ruined a perfectly good marriage. This is one thing that will stay with the child for a long time because he will usually feel quite bad about what he has done, and he may also feel that there is no way to correct this wrong. The child may try to reunite his parents but probably it was not his or her fault that they divorced in the first place, so his chances of success are likely to be nil.

One of the few advantages of being from a broken home is that the child usually learns to be more independent and more self-sufficient. When a child is forced to spend all that time at home, when the parent is at work, or on a date, the child has to learn to fend for him or herself. This is where a child learns to cope and to accept life better. Most of the children from broken homes in my experience have been much more independent and self-assured of their abilities to take care of themselves than those who come from unbroken homes.

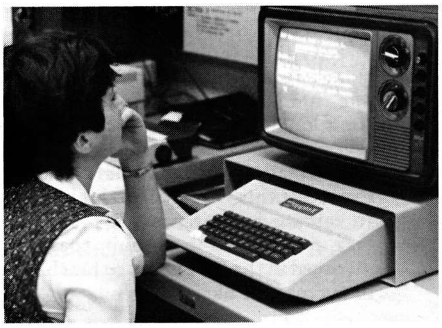
Another advantage of a broken home is that a broken home often brings the siblings closer together. Since they are forced to spend a lot of time at home alone together, they develop a unique relationship and become quite attached to each other.

Obviously, we can't stereotype victims of a broken household. No two children are going to come out of a broken household the same. Some may be better off, while others may be totally devastated by a divorce. The secret, I believe, is to learn to roll with the punches.

I was touched by this student's sensitivity. Rather than being annoyed with him for writing off-topic I was annoyed with myself for not having addressed the issue in my classroom.

A Challenge to Home Economics Teachers

While this student chose to convey his feelings by writing them down, several other students approached me personally. All of these adolescents of separated families were expressing the same anxieties — a need for security, a way of releasing hostility, a means of expressing feelings of guilt. Home economics teachers *can* be the super-teachers these students need. By incorporating human relations topics into home economics curriculum and attacking issues like divorce in a matter-of-fact manner, maybe those of us in the educational system can help meet the needs of these special students •



HOME ECONOMICS IN THE COMPUTER AGE ARE WE READY?

Dianne K. Kieren

Are you Ready? Set? Go! are the words most of us associate with a race of some kind. Perhaps that is an appropriate metaphor to use in our consideration of whether the home economics profession and its professionals are ready for the computer age. The pace of changes which have occurred in our society in the last twenty years with respect to computers makes many of us feel that we are indeed racing just to keep up. It was only fifteen years ago that the computer researchers used to analyze data occupied a very large room. Today these same people may own and use a microcomputer which is no larger than a typewriter and uses a microprocessor which is fingertip size. In addition, the growing potential of computer applications directly related to the family as an environment and the family in its environment makes it obvious that the race has a relevant prize for the home economics profession.

The computer age is indeed upon us. Few people have not had some contact with a computer. Merely walking down a shopping mall puts us in contact with microcomputers which are being sold in a radio equipment store. At the bank our account balance is recorded by a computer and routinely our monthly bills are prepared and addressed by computers. One writer estimated that in 1950 only a little over thirty computers were being used world-wide. By 1976 some 400,000 were in use with an estimated 1.5 million people being employed in computer-related jobs. The rapid development and acceptance of the microcomputer or home computer and the potential of Telidon has expanded further the impact that this type of technology has on individuals and families. In 1978 Radio Shack with its TRS-80 grossed over one hundred million dollars in sales while Apple sales were about thirty million (Campbell, 1979, p. 30). These figures of a few years ago give evidence that computers and their related technology are no passing fancy. Computer use in society has relevance for the home economist and the individuals and families that the profession serves in educational, management, research and business functions.

Dr. Kieren is a professor in the Family Studies Department of the Faculty of Home Economics at the University of Alberta. She has utilized the microcomputer as a teaching tool in her family studies classes.

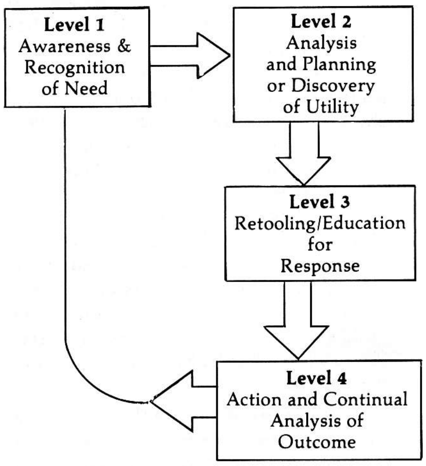


Figure 1. A readiness model

A Model for Readiness

The question, *Are we Ready?*, is not a simple one for there are many degrees of readiness. It would appear that achieving readiness for the computer age isn't simply a static goal to be achieved. In answering the question posed in the title of this article, there seems to be a need to look at readiness as a circular, multi-step process rather than a single end point to be achieved. The achievement of each step of the process allows for some type of action or involvement. Such a review allows us to continually examine the issues which emerge and have to be dealt with at each step of the process. Figure 1 outlines the process.

Level I. Awareness of Need

The home economics profession possesses a philosophical readiness for response to change and innovation. The professional philosophy written by he founders and subsequent leaders in the field established home economics as a field which is not preoccupied with the status quo. Writing in *New Directions* I (1959), the Committee on Philosophy and Objectives of Home Economics of the American Home Economics Association said:

> A profession today must be willing and equipped to recognize and be guided by change and to relate its research and other activities to change. This is particularly true of home economics; it can be effective only as it alleviates the stresses and promotes the satisfactions brought about by new situations.
>
> Home economists must be among the first to anticipate and recognize change, to weigh the capacities of the individual to meet new demands, and to set new directions for professional programs of benefit to families.
>
> People will always find satisfaction in living to the extent that they can deal with their needs and with the circumstances of their times. Before we as a profession can coordinate knowledge and effort for the benefit of today's families, we **must understand the times** and **the circumstances of their lives.**

New Directions II suggested that a new priority for home economics was creative adaptation to uncertainty and change by the means of viewing the opportunities inherent in change and being willing to assume risks in directing change affecting families. One suggestion for implementing such a creative adaptation was "pioneering new professional dimensions in response to change". (AHEA, 1974, p. 1).

Words like "guided by change", "alleviate stresses", "responsive to change" peppered the *New Directions I and II* statements. Brown and Paolucci's (1980) more recent effort implies as well that the field itself has a philosophical framework which encourages

a responsive stance and a dynamic outlook.

On the other hand, home economists as individuals are no different than other human beings. Change presents uncertainty and most people find comfort in maintaining the status quo. One author summarized this view:

> A technological society must be in a continuous state of change and yet what people want most from society is stability (J. Weisner, *Inc. Magazine* May, 1979, p.p. 10-11).

There is a peacefulness and comfort to routine, to stability. There are many of us who agree with the words of the home economics philosophy and even acknowledge the fact that computers are going to be a continuing part of our lifestyle for years to come, yet are unwilling to act in response to these demands. Cartoons, jokes and magazine articles illustrate the suspicion, distrust, and fear people have regarding the impact that computers might have in their lives. Some people fear that computers might contribute to one or more of these results: replace important human roles, contribute toward loss of individuality, contribute toward people becoming less thoughtful, destroy older forms of knowledge, exceed human capacities and intrude on privacy.

These fears, while not substantiated in every case, are real ones and must be acknowledged. Before we can move very far toward readiness for action there needs to be an awareness and recognition on the part of both the profession and professionals alike that there is indeed a need for response and incorporation of this technology into our work or service delivery. The awareness comes from a study of the options and an informed choice. The awareness assures controlled rather than random incorporation of the use of computers in the home and family. Informed choices demand knowledge and awareness of the alternate uses which are consistent with the objectives of our field.

There is evidence that some home economists are indeed aware of the potential and have begun to develop applications which utilize this potential in ways that maximize satisfaction in the lives of individuals and families. Efforts like the **National Consortium for Computer Based Education in Home Economics,** which is a special interest group of the Association for the Development of Computer Based Instructional Systems, is an example. The organization of the group indicates that there is a growing number of home economists who see the need for sharing and integration of their efforts in utilizing this new technology. This group which is made up primarily of home economists in education intends to provide leadership in the development of computer materials in the field by: serving as a clearing house for information concerning the available computer-based education in home economics, developing standards to evaluate computer materials, linking colleagues with similar interests to avoid duplication of efforts, affiliating with other groups interested in the technology and seeking out possible funding sources to support the development of computer-based education in home economics.

Home economists in Canada have begun to develop materials for both large and small computers. While no organization has taken on the task of cataloguing all of the recent efforts of Canadian home economists regarding the development and use of computers, the following examples serve to illustrate the diversity and potential for such application. Crown and Doherty (1982) recently reported on their summative evaluation of a Plato-based computer-managed learning project designed to monitor a modularized course in textiles at the University of Alberta. Wilson (1981) described Alberta Agriculture's Diet Detective and Dollar Detective micro-computer programs which are being used in agricultural extension work in Alberta. Kieren (1981) reported on the development and testing of microcomputer programs designed to provide students with practice in learning selected interviewing skills. Elizabeth Donald in the Foods and Nutrition Department, Faculty of Home Economics, the University of Alberta has been using the Nutrition Canada data base to allow students to practice diet analysis on a computerized system. Fetterman, Dickey and Petrarca (1980), reported on the use of the computer for retrieval of information in the clothing field. Action B.C.[1], a private non-profit organization, in co-operation with the Minsitry of Health of the Province of British Columbia and the Health Promotion Directorate of Health and Welfare Canada, produced a nutrition educational packet for the Apple microcomputer education games and auxiliary materials which are designed to complement a nutrition education program.

The evidence to date is that there is a beginning sense of awareness of the need for response by the home economics profession in Canada to the computer revolution. However even a quick perusal of the many computer magazines and journals indicates that the home economist is not providing leadership for home and family computer applications. Where one might expect home economists to have the expertise to recommend such applications, others have stepped in to capitalize on this potential market. A recent visit to a local computer store made it evident that home economists are not visible enough as potential resource persons in this area. The computer store had been approached by a local home builder to develop a series of home computer applications. The builder planned to place a microcomputer in each new home as a selling feature. The programs he wished developed or sought out would be ones which would appeal to potential bome buyers. When asked whether he had consulted a home economist about the kind of applications that were appropriate, he stared in disbelief. Home economists? No. Why or how could a home economist make any recommendations about computers? Home economists have expertise about family needs. But unless they become involved someone else will take over the area. Home economists need not be computer experts to provide expertise about potential computer applications. Their role would best be on a team of interested persons. The home economist provides a comprehensive view of the family as it engages in daily problem solving and a solid knowledge base related to family interaction, family life education, foods and nutrition, home management with a special focus on finances, housing, child development and numerous other areas. The computer programmer provides the expertise in adapting this knowledge to the computer medium. For those home economists who have specialized in education a further level of expertise is available to the team.

The profession needs to continue the discussion begun at the recent annual meeting of the Canadian Home

[1]Action B.C. 1600 West 6th Avenue, Vancouver, B.C. V6J 1R3 may be contacted for further information about Apple-A-Day.

Economics Association regarding the impact which computer technology will have on the family in its environment (housing, feeding, shopping, clothing the family) and more importantly on the family as an environment (relationships, impersonality, privacy, health). How can the positive impacts be maximized? If home economics is a people profession, how can an impersonal medium like the computer improve service delivery?

The issues relevant to home economics which may arise out of a discovery of need should call for an assessment of the impact of the computer on relationship development as well as on the intrusive possibilities of applications which penetrate the family. Norman Cousins, (1966), writing in an article entitled *The Computer and the Poet* said:

> The essential problem of man in a computer age remains the same as it has always been. That problem is not solely how to be more productive, more comfortable, more content, but how to be more sensitive, more sensible, more proportionate, more alive. The computer makes possible a phenomenal leap in human proficiency, it demolishes the fences around the practical and even the theoretical intelligence. But the question persists and indeed grows whether the computer will make it easier or harder for human beings to know who they really are, to identify their real problems, to respond more fully to beauty, to place adequate value on life, and to make their world safer than it now is. (*Saturday Review*, July 23, 1966, p. 42)

Awareness at a personal level demands individual action. We cannot expect the profession to dictate or provide the perceptiveness of the motivation necessary for individual response to the computer age. That is our responsibility. While the innovators of our field have made applications in extension work, in university education, in business management, and in research these efforts remain small compared to the personal responses which could be made.

Level II. Analysis and Planning

Once awareness of need is accomplished, the second level to be achieved is planning for whatever level of involvement that is deemed appropriate. These two steps probably overlap a great deal. As a need is recognized, decisions are made as to how the computer medium might be one means of satisfying it. As Dorf indicates:

> Whatever the outcome of the future development of computers and computer applications, man remains the architect of his own destiny. All the functions and activities of computer science relate to the larger problems and needs of man and his econonics, political, social and religious dimensions. Computers will help to make life more livable for man if their limitations, applications and implications are fully understood. (Dorf, 1977, p. 462)

Just as a program planner would view need identification as merely an initial step, so should each of us in considering the adoption of a new technology. Assessment and analysis is what is called for next. Seminars or exposure to literature may suffice to allow some individuals to achieve an awareness of the potential of computer technology in home economics but certainly it will take additional rethinking and analyzing before steps are taken for involvement. Each person will do this to determine the direction appropriate for individual skills and roles and to maximize the impact possible.

Level III. Retooling

Computer literacy has become a competency necessary for the educated person. Yet have we made room for this as a requirement on our home economics programs. Do we discuss or use the computer in our preprofessional education programs? Do we provide opportunities for professional home economists to retool? Do we introduce or encourage the appropriate use of this technology in our home economics high school classes, our extension program, or our social service agencies? There is some evidence of opportunities to retool. The Plato developments in home economics at the University of Alberta and the University of Delaware, the seminars offered through extension programs, and the numerous references to micro-computer programming relevant to home economics in practical and applied journals are examples. Home economists in the field need to have opportunities to retool just as students preparing for home economist roles need to be prepared in this new area. Such a broad educational program is needed in order to assure that the field will be on the ground floor of developing uses that maximize the home economist's knowledge of the family and its functions. If the microcomputer is to become a major educational and management tool in every home, its potential in home management, family life education, community nutrition, clothing construction and family finance needs to be explored further by home economists. This retooling should attempt to accomplish several objectives: to introduce the parameters of the technology and to provide hands-on introductory experiences as well as to provide indepth instruction related to the skills of programming and writing for this medium. Not all home economists will want to proceed to the production level, however it will become increasingly important for all home economists to have a working knowledge of the operation and potenital uses of a computer.

Level IV. Action and Involvement

The question of whether to be involved or not in computer technology was answered years ago by home economists. Today's activities however have only tapped the surface and are primarily associated with educational applications. We have yet to develop a comprehensive look, for example, at how the microcomputer could be used in the home. Some writers are suggesting the time is near when the home again will be the workplace. Computers will not only manage the household finances,keep records, plan nutritious meals, provide continuing education for adults, provide basic education for children, but will also allow family members to conduct work without leaving the home. Even radical applications are envisioned each having dramatic potential impacts on family roles and family relationships .

Are We Ready? In some ways home economics has always been ready — its philosphy and its leaders have been forward looking and have anticipated change. On the other hand, the images which the public has of the role of the home economist in the field and the reluctance of individuals to move beyond awareness to the necessary steps of analysis, retooling and action may keep us at the starting gate for too long. The possibilities are endless for home applications in consumer areas (budgets, family finance, income tax, housing analyses, insurance inventory), foods and nutrition (diet planning and analysis, nutritional diagnosis, research, patient records, labora-

(Continued on page 182)

Preschoolers' Beliefs Regarding the Obese Individual

Janet J. Fritz and Sallie P. Wetherbee

Abstract

This investigation was conducted to assess whether preschoolers hold negative beliefs regarding the abilities of those individuals whose body shape is obese. Forty 3 to 5 year-olds were presented with same-sexed silhouettes of obese and normal-weight children and adults. Subjects responded to a series of questions concerning presumed characteristics and abilities of these silhouettes representing individuals with different body shapes. The reliability of this method of assessment was measured by judging the consistency of a subjects' responses one week later. Results indicated that the majority of the tested preschoolers held consistent negative views about the abilities of the obese person, which tended to generalize to both adults and children and across a variety of behavior traits.

Canadian Home Economics Journal Fall 1982, 32(4), pp. 193-196

Résumé

Cette enquête a été menée dans le but de déterminer si les enfants d'âge pré-scolaire ont des préjugés vis-à-vis des facultés des individus obèses. On a présenté à quarante enfants âgés de 3 à 5 ans des silhouettes d'enfants et d'adultes du même sexe, autant obèses que de poids normal. Les sujets ont répondu à une série de questions concernant les caractéristiques et facultés présumées de ces silhouettes représentant des individus de différente corpulence. Les réponses des sujets ont été soumises à une deuxième confrontation une semaine plus tard pour s'assurer de la validité de cette méthode d'évaluation. Les résultats ont indiqué que la majorité des enfants ayant participé à l'enquête entretiennent un point de vue négatif uniforme vis-à-vis des facultés d'une personne obèse, point de vue qui s'applique autant aux adultes qu'aux enfants et qui concerne différentes facettes du comportement.

The relationship between body configuration and perceived personality characteristics has been examined only in school-aged children and adults. Studies by Lerner (1969), Kagan (1966), and Staffieri (1967) reveal the tendency for males, aged 5-12 years, to stereotype certain personality or behavior traits with specific body builds. The muscular somatotype seems to be associated with socially desirable characteristics, while the thin and overweight somatotypes seem to be associated with socially undesirable characteristics. One dimension of stereotyping by body type, explored by Lerner and Gellert (1969), is the question of how a child develops an awareness of body types and beliefs about what behavioral characteristics are likely to be associated with a particular body shape. To understand how an awareness of and beliefs about body type develop, one would wish to examine the developmental period where such concepts are first emerging. Therefore, it is of interest to determine the youngest age where one can show the existence of fairly stable beliefs about the abilities of individuals based on an awareness of a particular body type.

For most children, the preschool years mean increased interaction with peers. How peers respond toward a particular child may be influenced by whether young children hold general expectations regarding various abilities or personality characteristics of an individual based on that person's body shape. For example, would preschoolers expect an obese child to be clumsy, before they had had any interaction with that particular child? During the preschool period, children's awareness of the opinions of others increases (Donaldson, 1978). The negative opinions society generally holds toward obesity often produces significant social pressures for the obese individual (Tullis & Tullis, 1977; Chainey, 1976). If preschoolers have already adopted society's beliefs regarding the negative characteristics associated with obesity, then the obese preschooler might be the target of negative comments or expectations from peers. In a recent, introductory text in the area of child development, Berger (1980) writes about the possible negative effects of obesity for the obese school-aged child by citing Staffieri's (1967) work which showed that 6 to 10-year-olds are three times as likely to label an obese silhouette as forgetful, mean, sloppy, stupid, ugly, or dirty as a muscular silhouette. Berger states that "Preschool children are not usually troubled much by the fact that they are fatter than their friends, but in middle childhood, fat children are

Janet Fritz, PhD (Cornell University) is an associate professor in the Department of Human Development and Family Studies, Colorado State University. **Salli Wetherbee** MS (Colorado State University) is a graduate student in the same department. This research is based on a thesis submitted by the second author in partial fulfillment of the requirements for a Master of Science at Colorado State University, August 1980.

The authors wish to thank George Morgan and Joseph Turner for their helpful suggestions on an earlier draft of this paper.

teased, picked on, and rejected" (p. 377). It has not been clearly shown that preschoolers do not suffer negative reactions from peers related to their body shape. One approach to answering this question is to first examine whether, at this age, a child reacts to silhouette figures of various body shapes in a manner similar to that exhibited by older children. Do they associate negative characteristics with the obese body shape? The present investigation examines whether preschoolers consistently associate certain aptitudes and characteristics to the obese body type, and, if so, whether these characteristics reflect society's generally negative views toward obesity.

Method

Subjects

The subjects were 40 children from the Preschool Laboratory and the Village Child Care Center at Colorado State University. The 20 boys and 20 girls were equally divided into two age groups: a younger group ranging in age from 3.6 to 4.2 years and an older group ranging in age from 4.3 to 4.11 years. All subjects were Caucasian, English-speaking, and from middle-class families. The subjects did not include any children the teachers viewed as obese.

Stimulus Materials

Silhouette Figures. Silhouettes were selected as test cues since the shape of the body was the focus of interest and silhouettes do not introduce other factors such as facial expression, hair coloring, and clothing style. Further, silhouetted figures have been previously used, effectively, in research on self-concept in preschoolers (White & Human, 1976) and on behavioral characteristics as they relate to perceived body size (Kagan, 1966; Staffieri, 1967).

The black silhouettes were drawn on white 8" by 5" cards and mounted on gray posterboard. The silhouettes were front views of the full body outline without clothing. Sex of the silhouette was distinguished by hair length and by the experimenter's labeling (the experimenter told the subject the figures were 2 boys, 2 men, 2 girls or 2 ladies, whichever was appropriate). Subjects were questioned using the test silhouette pairs which were the same sex as the child. Male subjects saw set 1 — an obviously obese male adult paired with a normal weight adult and set 2 — an obviously obese male preschooler paired with a normal weight male preschooler. Female subjects saw set 3 — an obviously obese female adult paired with a normal weight female adult and set 4 — an obviously obese female preschooler paired with a normal weight female preschooler. The order of test set presentation — whether the adult or child silhouettes were shown first — was counterbalanced; half of each group of subjects received eight questions about the adult silhouettes followed by eight questions about the child silhouettes. On a second testing session, which followed a week later, each subject was given the reverse ordering of the adult-child sets experienced during the initial test session.

Table 1
Test Questions

Group I — Belief Questions

Category 1 — Physical Abilities

*1. Which boy (man, lady, girl) can (can not) run very fast?
2. Show me the boy (man, lady, girl) who can (can not) throw a ball very far.

Category 2 — Intellectual Abilities

3. Which boy (man, lady, girl) can (can not) work a very hard puzzle?
4. Which boy (man, lady, girl) can (can not) remember names?

Category 3 — Emotional Characteristics

5. Show me the boy (man, lady, girl) who laughs a lot.
6. Which boy (man, lady, girl) will (will not) get mad if you ripped (his, her) best book?

Group II — Personal Preference Questions

7. Show me the (boy, man, lady, girl) you think is the nicest person.
8. Hand me the (boy, man, lady, girl) you think has lots of friends.
9. Which (boy, man, lady, girl) would you want to go to the zoo with?
10. Which (boy, girl) would you not want to look like? Which (man, lady) would you not like to look like when you grow up?

*For example, a male subject would receive 4 questions spaced throughout the testing sessions derived from this basic format. The 4 are as follows:
1) Which boy can run very fast?
2) Which boy can not run very fast?
3) Which man can run very fast?
4) Which man can not run very fast?
Acceptable responses were: 1) specifying one silhouette, 2) indicating neither could, 3) indicating both could or 4) no response.

Test Questions. A total of 32 separate questions were presented to each subject. (See Table 1). The appropriateness of sentence length and wording of the questions for preschool-aged children was determined by using vocabulary selection manuals (Carroll, 1971; Wepman, 1969). Some questions (Group 1) were designed to tap beliefs about three areas (physical abilities, intellectual abilities, and emotional characteristics) with two examples of behavior representing each area. The question for each of the six specific behaviors was stated in four different forms — two questions were stated in a positive manner (e.g. "which boy *can* run very fast" and "which man *can* run very fast") and two questions were stated in a negative manner (e.g. "which boy *can not* run very fast" and "which man *can not* run very fast"). There is evidence (deBoysson-Bardies, 1977; Wode, 1977) that children understand this type of negated sentence structure by age 2½ years. The inclusion of both positively and negatively stated forms of the same question was done, in part, to measure the reliability of eliciting the same belief or judgment from this aged subject across different testing sessions. Each subject was tested twice, one week apart, and only those responses about body shape that appeared to be reliably elicited over time comprised the central focus in the data analysis.

A subject received a score of 1, 2, or 3 for each of the 12 pairs of questions. A score of 1 was assigned for repeated responses which indicated a positive view of the obese silhouette. A score of 2 was assigned for either 1) inconsistent responses between a pair of items or 2) a consistent response in which the subject responded in a neutral way toward the different silhouettes by answering that neither (or both) might show a particular behavior. A score of 3 was assigned for repeated responses which indicated a negative view of the obese silhouette. Responses from the 12 question-pairs (Group 1) were scored by dividing the number of responses which represented a reliably-elicited negative attitude toward obesity by the total number of reliably-elicited responses.

The second group of eight questions (Group II) was designed to assess a personal preference (within the constraints of a forced-choice situation) for a body shape, rather than assessing the subject's beliefs regarding the abilities of an individual with a particular body shape, as tapped by the other 24 questions. On the direct question (Group II) forms, the subject was given a score of 0 to 4 to reflect the total number of negative repsonses given toward the obese (child or adult) silhouette for the four personal preference questions asked.

Procedure

Each subject was tested individually by the same female experimenter. Pretraining experiences were conducted with each subject to ensure that the child understood silhouette representation, and that in response to any question an appropriate reply could be to indicate one silhouette, both silhouettes, or neither silhouette.

During each testing session, 6 of the 12 questions were asked about the adult silhouette and 6 were asked about the child silhouette. For example, during the first testing session, a male S might be asked, "Which boy can run very fast?" and "Which man cannot run very fast?" During that same subject's second testing session, the S would be asked "Which boy cannot run very fast?" and "Which man can run very fast?" The subject's reliability score was determined by comparing the responses to the same question-pairs from the two testing session. For example, a reliably negative response toward obesity would be recorded if the subject said the normal weight boy silhouette could run very fast in one testing session, and the obese boy silhouette could not run very fast in the following test session. A single testing session lasted 5-10 minutes and all 40 subjects were again tested during the second test session.

Results

In comparing the test-retest reliability for the 12 pairs of questions, it was found that the preschoolers' responses showed a higher than chance level of consistency in their responses. The percent of agreements for all 12 pairs of questions gave a reliability of response score for each subject. The average level of agreement for all questions combined was .70. The average reliability of response toward each set of questions (combining adult and child forms) ranged from .63 to .78. Both 3 and 4-year-olds showed evidence of consistency in their test responses, with the 4-year-olds demonstrating greater reliability of repsonse (.74) than did the 3-year-olds (.64). Of the total set of responses to the questions in Group I, only two-thirds (68%) of these responses consisted of reliable responses between pair items. Of these reliable responses, 75% reflected negative beliefs regarding the abilities of the obese figure, while 25% displayed positive beliefs regarding the abilities of the obese figure. There were no group differences in the tendency to provide negative responses regarding the obese figures: 3-year-old males (.75), 3-year-old females (.73), 4-year-old males (.71) and 4-year-old females (.73).

A multivariate analysis of variance was conducted in order to determine whether there were significant differences in the degree of negativity displayed toward obesity as a function of sex, age of subject, silhouette age (adult or child), order of presentation of silhouette, or attributes as tapped by different question content.

The overall ANOVA showed a main effect for order (F=40.416, df=1, p=.001) with the presentation of adult silhouettes first in the testing resulting in significantly more negative responses being elicited. Both females and males who saw adult silhouettes first showed more negative responses toward obesity (a mean negativity response level of 2.64 for those subjects seeing adult silhouettes first on the initial testing session as opposed to a mean response of 2.21 for those subjects seeing child silhouettes first). The sex by order significant interaction (F=4.266, df=1, p=.039) was examined by using Tukey's HSD test (Kirk, 1968) and it was found that the interaction simply reflected the strong order effect — for both sexes there were more negative responses given if they had first been presented with an adult silhouette pair. The three-way comparison of sex by age by order also showed a significant interaction (F=38.397, df=1, p=.001). Using Tukey's HSD post-hoc analysis, several comparisons proved significant. Four-year-old females, who were first presented with child silhouette pairs, gave significantly fewer negative responses than all subjects who had the adult silhouette pairs presented first — except for the 4-year-old male subjects. The older females were not significantly different in response from all 3-year-olds in the child silhouette first group, but were significantly less negative in response than the 4-year-old males in that same group. The 3-year-old males in the child silhouette first group gave significantly fewer negative responses than 4-year-old males in the same group, and than the younger males and older females in the adult silhouette first order group. All 3-year-old females and all 4-year-old males gave significantly less negative responses to the obese body shapes than did the 3-year-old males and 4-year-old females in the adult silhouette first group. (See Table 2 for means).

While the order of presentation of the adult or child silhouette pairs had a significant effect upon the degree of negativity expressed, whether the silhouette was an adult form or a child form did not significantly effect the negativity of the child's responses. An apparently significant interaction between the sex and age factors (F=5.397, df=1, p=.021) did not prove to be substantiated upon further, post hoc analysis using Tukey's HSD test. Further, the different structure or type of questions asked had no significant effect on the degree of negativity expressed by preschoolers. Whether the questions were tapping physical skills, intellectual skills, personality characteristics, or personal preference opinions did not significantly effect the degree of negativity expressed about the obese silhouettes.

Table 2
Mean Negative Response Score by Sex, Age, and Order

	Child Silhouette Pairs Presented First	
	3-Year-Olds	4-Year-Olds
Males	2.13 (n=70)	2.48 (70)
Females	2.24 (70)	2.07 (70)
	Adult Silhouette Pairs Presented First	
	3-Year-Olds	4-Year-Olds
Males	2.86 (70)	2.35 (70)
Females	2.43 (70)	3.07 (70)

Discussion

The results of this study suggest that, indeed, some preschoolers in this group of subjects are already beginning to exhibit negative views regarding the abilities of these individuals with an obese body shape. This interpretation must be presented with certain reservations, since the forced choice response situation encouraged, though by no means required, the child to indicate one silhouetted figure as being "better" than another on a variety of abilities. The results obtained in this study are consistent with the findings of others, (Lerner, 1969, 1975; Lerner & Gellert, 1969; Staffieri, 1967; Kagan, 1966) who have shown that our society's negative views toward obesity are present among children aged 5-12 years.

In examining possible explanations for the finding that the order of silhouette presentation (adult or child

silhouettes being the first pair presented) made a difference, the possibility of an age bias between the two groups was suspected. However, the average age of subjects seeing the adult silhouettes first (4.22 years) matched that of subjects seeing the child silhouettes first (4.25 years). One possible explanation for the order is that the adult silhouettes present a more dramatic visual contrast between the obese and normal weight figures than the child silhouettes. The obese adult silhouette is somewhat taller and larger overall than the obese child silhouette, though both adult and child silhouettes are proportionally matched between the normal and obese figures for height and bodily proportions. Perhaps, for a subject seeing the adult silhouettes first, the comparison of obese versus normal weight was more obvious, thus leading those subjects to focus more completely on the questions' implications for body shape. One might argue that a child learns negative views regarding obesity first in reference to adult figures and only later transfers these feelings to peers. Although the present data doesn't allow for a clear answer to this possibility, it appears an unlikely explanation because the analysis showed no main effect for silhouette age nor for an interaction between subject age and order. Both of these findings might be expected if the order effect reflected earlier presence of negative beliefs about obesity in adults.

Throughout the testing sessions, subjects made spontaneous comments about the silhouettes. When asked which figures could run very fast, subjects made such negative comments as: "He's too fat", "His tummy would get in the way", or "She would fall on her stomach". Some of the general comments recorded included immediate labeling of the silhouettes: "She's the fat one, she's the skinny one", "He's the fat boy's dad and he's the skinny boy's dad". Many children were very blunt and others offered opinions and explanations for becoming fat. "I don't like fat people", "I'm not going to get fat", "I don't want to look fat", and "You get fat when you eat too much meat". There were no positive comments recorded for either the obese or normal weight silhouettes.

It appears that by age 3½ years, some children consider body build differences and express negative beliefs about the task accomplishments of an obese figure. Some preschoolers are already beginning to respond to silhouette figures of various body shapes in the same manner as has been shown to occur in school-aged children. Would such negative views also be expressed outside a laboratory situation, perhaps during neighborhood or school play? How much influence do such opinions have on a preschooler's self-image, particularly the obese child? Do obese preschoolers display similar beliefs regarding body shape as normal-weight preschoolers seem to? Investigations are needed to discover the basis and content of concepts regarding obesity expressed by preschool children and whether or not negative comments, such as those expressed freely by school-aged children, are more prevalent among preschool peers than previously assumed. •

References

Berger, K. *The developing person.* New York: Worth Publishers, 1980.

deBoysson-Bardies, B. On children's interpretations of negation. *Journal of Experimental Child Psychology, 1977, 23,* 117-127.

Charney, E., Goodman, H.C., McBride, H., Lyon, B., & Pratt, R. Childhood antecedents of adult obesity. *The New England Journal of Medicine, 1976, 295,* 6-9.

Carroll, J.B., Davis, P. & Richman, B. *Word frequency book.* Boston: Houghton Mifflin, 1971.

Donaldson, M. *Children's minds.* New York: W.W. Norton, 1978.

Kagan, J. Body build and conceptual impulsivity in children. *Journal of Personality, 1966, 34,* 118-128.

Kirk, R. *Experimental design: Procedures for the behavioral sciences.* Belmont, California: Wadsworth, 1968.

Lerner, R.M., & Gellert, E. Body build identification, preference, and aversion in children. *Developmental Psychology, 1969, 1,* 456-462.

Lerner, R.M. The development of stereotyped expectancies of body-build behavior relations. *Child Development, 1969, 40,* 137-141.

Staffieri, J.R. A study of social stereotype of body image in children. *Journal of Personality and Social Psychology, 1967, 1,* 101-104.

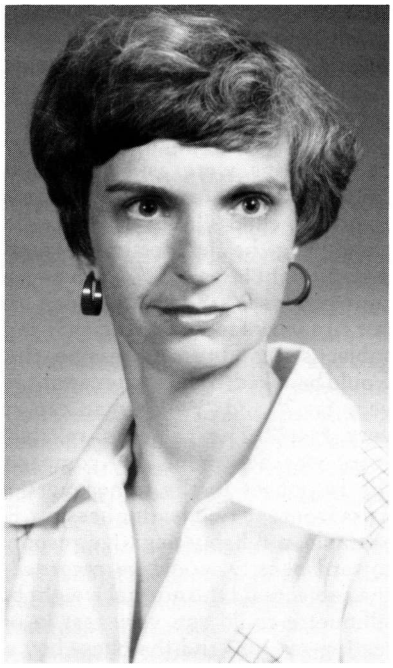
Tullis, I.F., & Tullis, K.F. In Schneider, Anderson, and Coursin (Eds.), *Nutritional Support of Medical Practice.* New York: Harper and Row, 1977.

Wepman, J. & Hass, W. *A spoken word count.* Los Angeles: Western Psychological Services, 1969.

White, W.F. & Human, S. Relationship of self-concepts of three-, four- and five-year-old children with mother, father, and teacher percepts. *The Journal of Psychology, 1976, 92,* 191-194.

Wode, H. Four early stages in the development of LI negation. *Journal of Child Language, 1977, 4,* 87-102.

New Research Editor



Dianne Kieren has accepted the position of Research Editor for the *Canadian Home Economics Journal* replacing Dr. Thomas Abernathy. We extend to Dr. Abernathy, on behalf of the members of CHEA, sincere appreciation for his contribution to the *CHEJ* during his term as Research Editor.

Dr. Kieren has been a faculty member in the Family Studies Department of the Faculty of Home Economics at the University of Alberta for fourteen years. She served as chairman of the department of family studies for ten of those years. Her previous university teaching experience was at Pennsylvania State University. She is a graduate of the family social science program at the University of Minnesota. Her primary research interests are in the study of marital and family problem solving as well as evaluation research in family life education. She has recently completed an administrative leave during which she conducted a pilot study of the family problem solving of healthy families.

The Journal Committee welcomes Dr. Kieren to this position. •

Home Economists — Become Involved with Computers!

Nancy Dillon

Abstract

As home economists, it is vital that we explore the use of computers in our careers. This technology will have an even greater role in the future in classrooms, homes, and businesses. Many new jobs will be created with computer and software knowledge as an essential ingredient. How can we become involved?

Résumé

Il est vital qu'en tant qu'économistes familiaux nous explorions l'usage des ordinateurs dans nos carrières. Dans le futur, cette technologie aura un rôle encore bien plus grand au niveau des salles de classe, des foyers et du monde des affaires. Les nombreux nouveaux emplois qui seront créés auront comme élément essentiel la connaissance de l'informatique. Comment participer à cette révolution?

If computers are ignored, will they go away and leave home economists alone? Are they really here to stay? Will computers dominate and overpower our lives? How can we work with computers and use this technology? How are we affected as home economists?

Rather than define hardware, software, ROM, RAM, peripherals, and bytes, this article answers a series of questions frequently asked.

If computers are ignored, will they go away and leave home economists alone?

Remember when frozen foods appeared in markets? Frozen peas were first, and they occupied very little space in a small square freezer. Some people bought them just to say they had tried them, some people tested them and included them frequently in their meal patterns, while others chose to ignore the frozen item saying they would much rather shell their own peas — they were fresher that way! As you well know, frozen peas and the hundreds of other frozen items have not disappeared; they have multiplied and continue to do so on a daily basis. Can you usually find fresh peas in the grocery store?

What does this discussion of peas have to do with computers? **Technology,** that is the answer. Even though frozen peas and computers are not related, both are here because of technological advances. In the case of computer technology, hardware was developed and refinement took place over a number of years. New and sophisticated technology created computers which are much smaller and portable, yet are capable of performing the functions of the early room-size computers. How can we begin to ignore computers and the technology which will create even more refinements and sophistication? *STOP THE WORLD, I WANT TO GET OFF!!* We may want to do this, but we cannot — the world will not stop. We cannot ignore the advancements of technology, even on a desert island. A travel agent with a computer terminal will surely find us and tell us our flight back to reality is now, and we had better get going.

Careers with a Future: Where the Jobs Will be in the 1990s is the title of an article from *The Futurist,* June 1982. The article states that the job markets of the world will change dramatically by the end of the twentieth century. Some of the future jobs will include robot, laser and energy technicians, and computer programmers. Robots of the future will only be as skilled as the software programs which are yet to be designed by computer programmers of the future. The demand for skilled computer programmers already outstrips the supply, and it is estimated that by the year 2000 there will be a million new jobs generated for them. This does not even include jobs for technologists who will create smaller microprocessing chips and more amazing electronic products for home and other uses.

If we ignore computers, they will go away and leave us behind, leave us lacking in the technology of the future. We would be doing ourselves, our careers, and our students a great disservice by ignoring them. We need to move into the future with the rest of the world. Let us not be left behind with the people who will not accept frozen peas because they like to shell their own!

Are Computers Really Here to Stay?

According to *Forbes Magazine,* February 15, 1982, microcomputer sales through 1981 totaled one million units. By 1985, they are predicting 4.7 million microcomputers in use. *Personal Computing* in the July 1982 magazine estimated 3,000,000 microcomputers will be sold by the mid-1980s as compared to the present 500,000, and only 1,500 units sold five years ago. *Business Week Magazine* has already predicted that the microcomputers could become the most important consumer electronics product of the decade. By the end of the decade, this versatile new appliance may be a household necessity.

Nancy Dillon is an instructor at Phoenix College, Phoenix Arizona. She has a BS from Sacramento State University and an MS from Arizona State University. She is the author of *Microcomputers: A Challenge to Home Economists* which appeared in the May/June issue of *Forecast* magazine and is the owner of *STRICTLY SOFTWARE,* a firm which produces computer software directories titled, *Computer Software for Home and Home Economics.* These are available for Apple, Atari, IBM, Pet Commodore, Radio Shack, Texas Instruments, and Educator Produced Materials — Mainframe and Micro. For information, contact the author at 4321 N. 39th Street, Phoenix, Arizona 85018, (602) 955-8138.

Editors' Note: The editors are interested in knowing about Canadian home economists developing programs or related materials that are, or will be, available for use on an exchange or purchase basis. If you have programs we should know about, please write to the editors.

Will Computers Dominate and Overpower Our Lives?

One of the biggest concerns which people express is that computers will be in control of their lives. There are so many things which computers do now in the business world, and the same potential exists for home applications. Blood chills at the thought of a computer error. "Who do you talk to?" "What do you do?" "The computer must have made a mistake." "Your check was lost in the computer." We feel helpless and out of control.

By being willing to become computer-literate, and a willingness to view computers with an open mind and a sense of anticipation, we will be able to put computer technology in perspective. We do not have to understand the engineering concepts involved in the production of a car in order to drive and enjoy a car. The same holds true with computers. Let someone else design them, just give us the knowledge to be able to utilize their power.

Will Computers Take Over Jobs?

Yes, in some cases jobs will disappear due to automation and computers. This has already begun in some areas where a machine is more productive than an individual. For example, try to find an elevator operator anymore. We now take it for granted that we have to push the button.

Most businesses are finding it increasingly difficult to afford the traditional office with its many complexities. How is the electronic office with word processors and the paperless office going to affect jobs in the future? Jobs are changing and re-training is taking place so people can function in the new setting.

Teachers are also affected by computer technology and will be even more so in the future. Classroom attendance, grading, and testing can be easily handled by computer programs already in use now. Special lessons can be purchased or developed to enhance classroom learning. Teachers may need retraining to become teacher-facilitators and incorporate computer programs in their lessons, but they will not be replaced by a computer. Physically and mentally handicapped students have been found in many instances to be able to communicate with a computer in exciting ways not thought possible before. An autistic student and one with cerebral palsy benefitted greatly and were challenged by being able to succeed using computer programs.

Flexibility is the key in the job market of today and the future. There are positive aspects to be considered when we realize that computers are taking over some jobs. That should free individuals to be creative in the solution of world problems and the creation of new and exciting technological advances.

How Can We Work with Computers and use this Technology?

Working *with* is the key along with thinking creatively how computers can serve us in our careers and personal lives. Sit down and use a computer, a simple demonstration program can be fun. Move on from there into using other software programs. Do not be afraid of making mistakes — everyone does. Computers are not critical or judgmental, and quick to point out the error of your ways. Computers change people's lives in ways which were not ancipated. Attitudes change, flexibility develops, and a willingness to explore comes forth. This can be exciting because you see new options and pathways which were not there before. People are benefitting and changing from their use of computers, and the world around them is changing too.

It is not necessary to study programming in order to be involved and use computers. It is not even essential that you write software. Someone can be hired to program software after an instructional designer has written the needed software materials.

Not everyone is expected to write curriculum or books, but everyone uses them. What is needed is good quality software which has been tested and evaluated. With curriculum and books, we can order a preview copy, but this is not the option with computer software. "Let the buyer beware" prevails in this field. It will take time for the development and evaluation of quality software. In the meantime, we need to develop the ability to be wary consumers of software. Companies are here to assist in software development; some are good, some are anywhere from good to terrible. In some cases, books and educational materials which were intended for other media such as films, film loops, and individualized instruction have been modified for use on a computer. The only benefit is for the company who can say they have computerized instruction first. But, how good is it? Why have a student read pages of text on a computer when a book is easier to read? Also, why have a student see a film story on a computer with different graphics when the film would be better left alone? Computers are interactive and it is this capability which needs to be challenged and developed with software applications in specialized subject areas.

How Are We Affected As home economists?

We should be more affected than most subject matter areas because what we do relates to the home. The home information area is just now beginning to develop. Many aspects of home economics could be developed within the home information area by individuals who have expertise in this area. If we do not do this, someone else will.

Before computers are purchased, we need to be consulted. We need to investigate if there is software available on a particular computer in subject matter areas we need. This type of directory is available now for home economics (Dillon, 1982). Computer software is generally not compatible from one computer to another. Software is expensive, and it is estimated that the total cost is 50% of the initial hardware cost. Many people do not begin to consider software costs when purchasing a computer.

There are already many software programs available in the home economics area. Some of the varied programs are *Comparison Shopping, Preschool IQ Builder, Solar Energy Analysis, Restaurant Accounting Control System, Personal Finance Manager, Dinner on a Disk, Pattern Alterations, Profitable Merchandising Analysis, and Eat Smart.* Some of these are commercially produced, some are written by home economists, and some are by unknown authors.

Agricultural extension home economists have software available to them on systems such as Agnet. Some universities use large mainframe computer systems such as Plato at the University of Delaware, and other institutions. These programs are not generally available on the personal size computer, or they may be accessible only to certain individuals.

Let us not ignore computers and their amazing technology because they can be valuable servants for us, not our

(Continued on page 211)

Economics Association regarding the impact which computer technology will have on the family in its environment (housing, feeding, shopping, clothing the family) and more importantly on the family as an environment (relationships, impersonality, privacy, health). How can the positive impacts be maximized? If home economics is a people profession, how can an impersonal medium like the computer improve service delivery?

The issues relevant to home economics which may arise out of a discovery of need should call for an assessment of the impact of the computer on relationship development as well as on the intrusive possibilities of applications which penetrate the family. Norman Cousins, (1966), writing in an article entitled *The Computer and the Poet* said:

> The essential problem of man in a computer age remains the same as it has always been. That problem is not solely how to be more productive, more comfortable, more content, but how to be more sensitive, more sensible, more proportionate, more alive. The computer makes possible a phenomenal leap in human proficiency, it demolishes the fences around the practical and even the theoretical intelligence. But the question persists and indeed grows whether the computer will make it easier or harder for human beings to know who they really are, to identify their real problems, to respond more fully to beauty, to place adequate value on life, and to make their world safer than it now is. (*Saturday Review*, July 23, 1966, p. 42)

Awareness at a personal level demands individual action. We cannot expect the profession to dictate or provide the perceptiveness of the motivation necessary for individual response to the computer age. That is our responsibility. While the innovators of our field have made applications in extension work, in university education, in business management, and in research these efforts remain small compared to the personal responses which could be made.

Level II. Analysis and Planning

Once awareness of need is accomplished, the second level to be achieved is planning for whatever level of involvement that is deemed appropriate. These two steps probably overlap a great deal. As a need is recognized, decisions are made as to how the computer medium might be one means of satisfying it. As Dorf indicates:

> Whatever the outcome of the future development of computers and computer applications, man remains the architect of his own destiny. All the functions and activities of computer science relate to the larger problems and needs of man and his econonics, political, social and religious dimensions. Computers will help to make life more livable for man if their limitations, applications and implications are fully understood. (Dorf, 1977, p. 462)

Just as a program planner would view need identification as merely an initial step, so should each of us in considering the adoption of a new technology. Assessment and analysis is what is called for next. Seminars or exposure to literature may suffice to allow some individuals to achieve an awareness of the potential of computer technology in home economics but certainly it will take additional rethinking and analyzing before steps are taken for involvement. Each person will do this to determine the direction appropriate for individual skills and roles and to maximize the impact possible.

Level III. Retooling

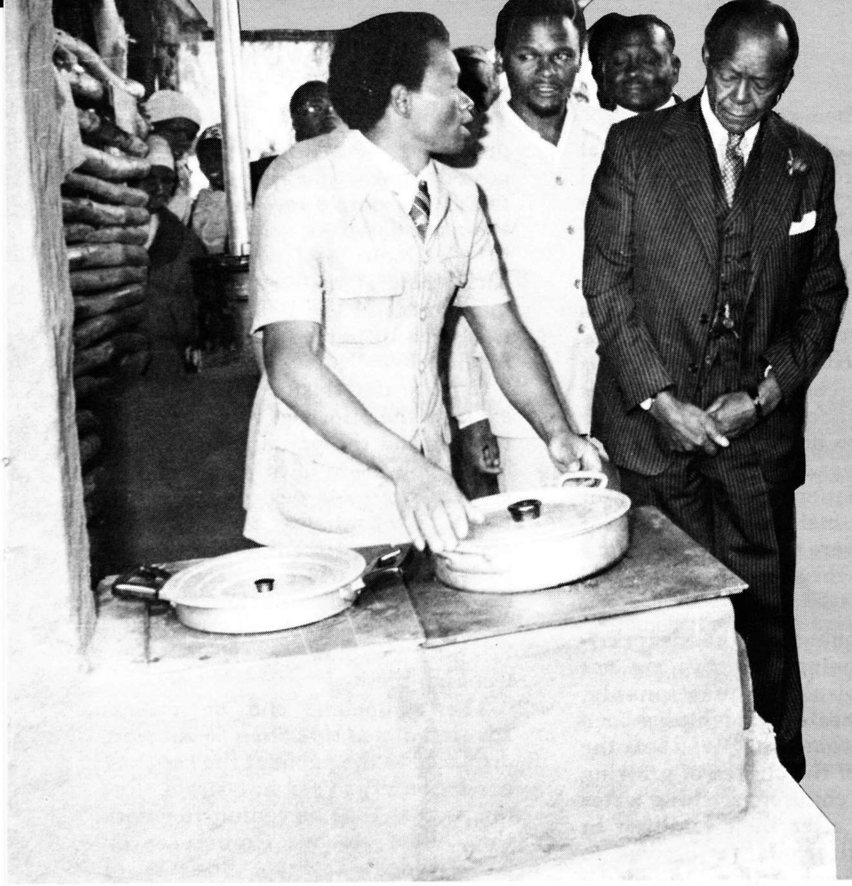
Computer literacy has become a competency necessary for the educated person. Yet have we made room for this as a requirement on our home economics programs. Do we discuss or use the computer in our preprofessional education programs? Do we provide opportunities for professional home economists to retool? Do we introduce or encourage the appropriate use of this technology in our home economics high school classes, our extension program, or our social service agencies? There is some evidence of opportunities to retool. The Plato developments in home economics at the University of Alberta and the University of Delaware, the seminars offered through extension programs, and the numerous references to micro-computer programming relevant to home economics in practical and applied journals are examples. Home economists in the field need to have opportunities to retool just as students preparing for home economist roles need to be prepared in this new area. Such a broad educational program is needed in order to assure that the field will be on the ground floor of developing uses that maximize the home economist's knowledge of the family and its functions. If the microcomputer is to become a major educational and management tool in every home, its potential in home management, family life education, community nutrition, clothing construction and family finance needs to be explored further by home economists. This retooling should attempt to accomplish several objectives: to introduce the parameters of the technology and to provide hands-on introductory experiences as well as to provide indepth instruction related to the skills of programming and writing for this medium. Not all home economists will want to proceed to the production level, however it will become increasingly important for all home economists to have a working knowledge of the operation and potenital uses of a computer.

Level IV. Action and Involvement

The question of whether to be involved or not in computer technology was answered years ago by home economists. Today's activities however have only tapped the surface and are primarily associated with educational applications. We have yet to develop a comprehensive look, for example, at how the microcomputer could be used in the home. Some writers are suggesting the time is near when the home again will be the workplace. Computers will not only manage the household finances,keep records, plan nutritious meals, provide continuing education for adults, provide basic education for children, but will also allow family members to conduct work without leaving the home. Even radical applications are envisioned each having dramatic potential impacts on family roles and family relationships .

Are We Ready? In some ways home economics has always been ready — its philosphy and its leaders have been forward looking and have anticipated change. On the other hand, the images which the public has of the role of the home economist in the field and the reluctance of individuals to move beyond awareness to the necessary steps of analysis, retooling and action may keep us at the starting gate for too long. The possibilities are endless for home applications in consumer areas (budgets, family finance, income tax, housing analyses, insurance inventory), foods and nutrition (diet planning and analysis, nutritional diagnosis, research, patient records, labora-

(Continued on page 182)



Why Thumbs Down for Bottom Up?

Waclaw Micuta

The Hon. Charles Njonjo EGH, MP, Minister for Constitutional and Home Affairs in the Government of the Republic of Kenya, visits the Ruthigiti training center for local stove makers.

Abstract

Waclaw Micuta is the Chief Consultant of the Bellerive Foundation, a philanthropic organization based in Geneva which has, since its inception in 1977, been closely involved with research into means of alleviating the fuelwood crisis that so gravely affects the poorer communities in many developing countries.

In the article that follows, Mr. Micuta first deals with the desirability of promoting fuel-efficient cooking systems in less developed countries. This topic is dealt with from both the social and ecological standpoints. Mr. Micuta then proceeds to a critical examination of policy trends in the sphere of technical assistance and calls for a "bottom up" approach to rural development. Throughout, he places the emphasis firmly on intervention at village level as a more constructive alternative to large-scale, "prestige" projects, or the inappropriate transplantation of Western technology. To illustrate what it is possible to achieve, with relatively simple measures involving minimal investment, Mr. Micuta briefly introduces the Bellerive Foundation's current action program to create training centers for village stove makers in East Africa. He explains how the major problems encountered to date with respect to this project have been political or social rather than technical.

Résumé

Waclaw Micuta est l'Expert en chef de l'Institution Bellerive, organisation philanthropique dont le siège est à Genève, et qui, depuis sa formation en 1977, se concentre sur la recherche en tant que moyen de pallier à la crise de bois de chauffage qui affect si gravement les communautés les plus pauvres de nombreux pays en voie de développement.

Dans l'article qui suit, M. Micuta se demande d'abord s'il est souhaitable de promouvoir des systèmes de cuisine alimentés au combustible dans les pays moins développés. Ce sujet est traité aussi bien d'un point de vue social qu'élogique. M. Micuta se livre ensuite à l'examen critique de certaines tendances dans le domaine de l'assistance technique et préconise une approche favorisant le développement rural. Tout au long de son exposé, il insiste fermement sur l'intervention au niveau du village, initiative plus constructive que les projets prestigieux à grande échelle ou la transplantation inadéquate de la technologie occidentale. Afin d'illustrer ce qu'il est possible de réaliser à base de mesures relativement simples exigeant un investissement minimal, M. Micuta présente brièvement le programme d'action actuel de l'Institution Bellerive consistant à créer des centres de formation pour les fabriquants de fourneaux dans les villages d'Afrique de l'Est. Il explique comment les principaux problèmes rencontrés jusqu'ici dans le cadre de ce projet sont d'ordre politique ou social plutôt que technique.

Volumes of study papers have been drafted on the priorities and aims of technical assistance. Despite this, however, objective observers note with sadness that the situation of the poor in the cities and rural areas of developing countries has not been significantly improved in recent decades. Indeed, there are many who feel that the position has, on the contrary, deteriorated.

Aware of the need for urgent action at village level to complement the more ambitious, long-term programs of intergovernmental agencies, the Bellerive Foundation has placed the emphasis firmly on promoting the more rational exploitation of simple, renewable sources of energy — such as human or animal muscle, firewood, wind, water, biomass and solar power.

The first step in our work was to investigate how basic agricultural and household chores were carried out in Asia, Europe, and North America before the advent of tractors, motor vehicles and electricity. This research revealed a wealth of experience and human ingenuity which prompted us to examine carefully the possibilities of applying some of the techniques used, adapted where appropriate in the light of modern technology, to the needs of developing countries. It soon became clear that it was not necessary to *invent* for the Third World. Instead, many devices and implements, *of proven efficacity*, that were traditionally used for centuries in developing countries could be usefully resurrected to improve the quality of life of the village poor.

Our approach has, thus, been purposefully practical — with the accent on *implementation* as opposed to abstract research. The basic problems have been discussed long enough and there is now a pressing need for concrete action.

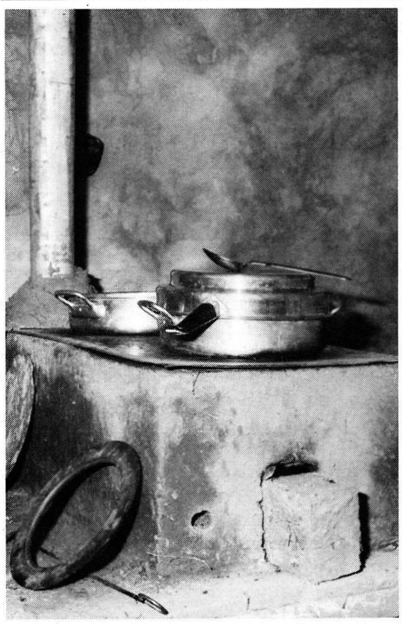
The Importance of Cookstove Promotion

Given sufficient will, measures of lasting benefit may be undertaken with the humblest resources.

Cookstove technology is a case in point. Today, three fourths of humanity, living for the most part in developing countries, depend on wood for cooking and heating. They consume for these purposes more than 1,000 million cubic metres of this precious commodity per annum. This figure represents a colossal 80% of their total wood use! According to the Food and Agriculture Organization, the figure is even higher in Africa where 90% of all wood cut is used for cooking. In Kenya, the present demand is in excess of 20 million tons — most of which is used at an average efficiency of less than 4%! To cook on an open fire, it is necessary to consume several times more wood than if the process were carried out on one of the simple, but efficient, stoves developed by the Bellerive Foundation. Thus, significant economies in fuel could be achieved if such stoves were to be introduced on a large scale throughout the Thrid World.

The consequences of the energy crisis in developing countries are not only ecological. Unquestionably, some of the greatest hardship has been inflicted on womenfolk, who bear the lion's share of the burden of growing food, raising children, fetching water and looking after their families. In some areas firewood has become so scarce that they are forced to spend a totally disproportionate amount of time merely collecting and bodily carting fuel for cooking over considerable distances.

Significant savings in firewood and human energy could be achieved by the implementation of a comprehensive "package deal" of conservation measures, including, notably, the promotion of efficient stoves, purpose-designed cooking pots, alternative fuels, simple fuel-saving devices such as hay-boxes, and fast-growing trees and shrubs. The possibilities of such a programme are fully developed in the text of the Bellerive Foundation's recent publication *Modern Stoves For All*.



A *Pogbi* stove pictured in a Kenyan kitchen.

In particular, this sixty-page booklet explains the principles of proper combustion and the optimal use of heat. These points are illustrated by reference to the basic designs for eleven fuel-efficient stoves selected, from among many different models, on the basis of good service rendered during field tests in Europe and the Caribbean.

Winning Acceptance for New Cooking Methods

The equipment and implements advocated in *Modern Stoves for All* were displayed to the public at the *Energy 81* exhibition organised in Nairobi, during August 1981, in conjunction with the United Nations Conference on New and Renewable Sources of Energy. At the exhibition, many Kenyan housewives expressed vivid interest in purchasing stoves for use in their homes and asked when they would be available to the public. This favorable reaction on the part of the local womenfolk was particularly encouraging as one of the major problems facing stove designers is undoubtedly that of winning acceptance for new cooking methods.

The general consensus of opinion was that two stoves were particularly well suited to the specific needs of the Kenyan women. These were the *Pogbi* clay stove for use in rural areas and the *Polish* sheet-metal brazier for urban areas. Independent tests confirmed the popular choice. Indeed, the *Polish* stove scored a major success when entered for a competition organised on the exhibition stand of the Republic of Kenya. Besides being awarded the highest marks, the *Polish* stove (like the *Pogbi* model) had the added advantage of being capable of running equally well off wood-waste, combustible rural or municipal waste (compressed into briquettes using one of the simple hand-operated presses described in *Modern Stoves for All*), or biogas — all of which are more ecologically desirable, and far less wasteful alternatives to the traditional charcoal.

Following its participation in *Energy 81*, the Bellerive Foundation trans-

ferred its exhibition pavilion, together with all the equipment displayed therein, to the village of Ruthigiti, in the Kikuyu region, where it was re-erected to form the basis of the first ever community training center for local stove makers. When fully operational, the center will not only provide basic instruction in the techniques for constructing fuel-efficient stoves but also ensure that the village craftsmen are adequately supplied with all the necessary tools and equipment. The project is being administered by a village committee which has proved its efficiency in recent years through its co-operation in a UNICEF-financed scheme for the promotion of village water tanks.

Thus far, the center is meeting with a success beyond all our expectations. The government has indicated its approval and several Ministers of State, International Civil Servants and Diplomats have already made personal visits to Ruthigiti in order to view the installations. However, whilst praise has been unanimous in official circles, no one has yet come forward with concrete offers to invest the modest funds required to help the project through its initial stage and thereby ensure its continued success.

Self-Help from the *Bottom Up*

The experience of the Bellerive Foundation with the Ruthigiti center is symptomatic of the problems experienced by small organizations engaged in action programmes adopting what has been recently termed the *bottom up* approach of building upon local initiative and promoting *self-help* at village level.

The advantage of this approach is that it takes into account local conditions. On several occasions in the past stoves destined for use in developing countries have failed to win the acceptance of local populations because they have not responded to the specific needs and preferences of the intended beneficiaries. With the *bottom up* approach, promotion is commenced on a small-scale — starting with existing building materials and cooking methods. This affords designers an opportunity for a constructive *exchange of ideas* with the future users. Stoves can then be adapted according to local conditions and requirements. Communities are far more likely to adopt new ideas if they feel that they have participated in their development. The ideas should flow from the users and not vice-versa.

Proponents of the conventional *top down* approach to rural development have traditionally tended to place undue emphasis on institutional arrangements which are heavily dependent on government-sponsored services. This trend, which was again prevalent during the United Nations Conference in Nairobi, has given raise to programs that have been largely unsuccessful, despite huge investment, in improving the lot of the poorer communities which often continue to live in conditions of utter misery —way below what the President of the World Bank has termed "any rational definition of human decency". Too often the vast amounts of foreign aid extended by donor governments have been caught up on the bureaucratic process and used inefficiently. Indeed, in the domain of technical assistance at the village level, it is true to say that the problems are no longer technical but rather political, administrative and social. Judging from the experience of the Bellerive Foundation with respect to the Ruthigiti village project, **it would still appear far easier to obtain funds for the financing of abstract research, meetings and the travel of experts than for the implementation of inexpensive, practical measures.**

Mrs. Kurt Waldheim conducts a cooking demonstration at the Bellerive Foundation's stand during the *Energy 81* exhibition. In close attendance are Mr. Francis Blanchard (left), Director-General of the International Labor Office, and the author.

Working Together Towards the Common Objective

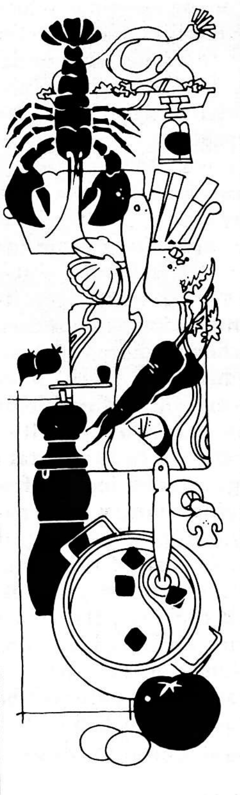
Fortunately, the merits of the *bottom up* approach are being increasingly recognized — if only for the fact that the once plentiful sources of foreign aid are drying up rapidly and forcing a gradual evolution towards more thrifty, and incidentally more beneficial, policies. In the meantime, however, small private organizations have no choice but to devote a disproportionate amount of time to fund-raising — time which could be more usefully employed in the field. For its part, the Bellerive Foundation intends to first consolidate the infrastructure at Ruthigiti, and then take steps to repeat the experiment in other parts of Kenya. On the basis of a relatively modest initial investment, such centers may thrive, produce good quality equipment of lasting value and rapidly become totally self-sufficient.

To finance this next stage of its activities, the Foundation has launched a sponsorship scheme whereby organizations or industries which have manifested concern for the problems of the environment may underwrite, in whole or in part, the costs of establishing a training center for local craftsmen in a developing country. Alternatively, they may ensure the supply, at the lowest possible cost, of those elements, such as metal heating plates, grates, doors and cooking pots, which are needed to bring about radical economies in fuel. Once operational, the centers thus financed will naturally be named after the sponsoring bodies. It is hoped that this system will enable us to

(Continued on page 215)

Food for Thought: The Sun King

Nancy Scrutton



Abstract

The ornate and elaborately prepared food of Louis XIV, mirrored the splendor of the age to which the sovereign belonged. The King had a passion for copious amounts of food and indeed has been deemed a glutton. Several members of his staff played an important role in the development of the monarch's food habits and have become famous in their own right. Louis, however, did little to further the advancement of French food as one of the world's leading cuisines, but his food habits and eccentricities are interesting and often amusing.

Résumé

Les mets raffinés et soigneusement préparés qui constituaient l'alimentation de Louis XIV reflétaient la splendeur de lépoque à laquelle appartenait ce souverain. Le roi était passionné de nourriture qu'il absorbait en copieuses quantités, ce qui lui avait valu une réputation de glouton. Plusieurs membres de son entourage jouèrent un rôle important dans le développement des habitudes alimentaires du monarque, ce qui les rendit célèbres à leur tour. Néanmoins, ce n'est guère grâce à Louis que la cuisine française est devenue l'une des premières cuisines du monde; il n'en rest pas moins que ses habitudes alimentaires et ses eccentricités gastronomiques sont intéressantes de souvent amusantes.

The pomp and opulence of Versailles, the palatial home of Louis XIV (nicknamed Le Roi Soleil — "The Sun King"), was very much in evidence, even in the food and its presentation to the King. Just as the furniture, clothing, and architecture reflected the ornate and elaborate mood of the times, so also did the food. It was heavy and often complicated in its taste and preparation.

Louis (who reigned from 1647-1715) has often been called a glutton rather than a gourmet. When he died, an autopsy revealed that his intestines and stomach were much over extended, perhaps explaining his voracious appetite. The Son King insisted on great ceremony for all his meals. Indeed, during his reign, the kitchen required over 2,000 servants! When the existing space for all the meal preparation for this small city of Versailles grew sparse, the King ordered additional kitchens for the Queen and the Dauphin to be constructed. All of this occupied the whole ground floor of the palace. He also had the Grand Commun built for his own meal preparation. This consisted of four buildings around the square courtyard. There was even a chapel to St. Roch, patron of protection against "epidemics, food poisonings, and spoilt dishes". (Levron, 1965, p. 96).

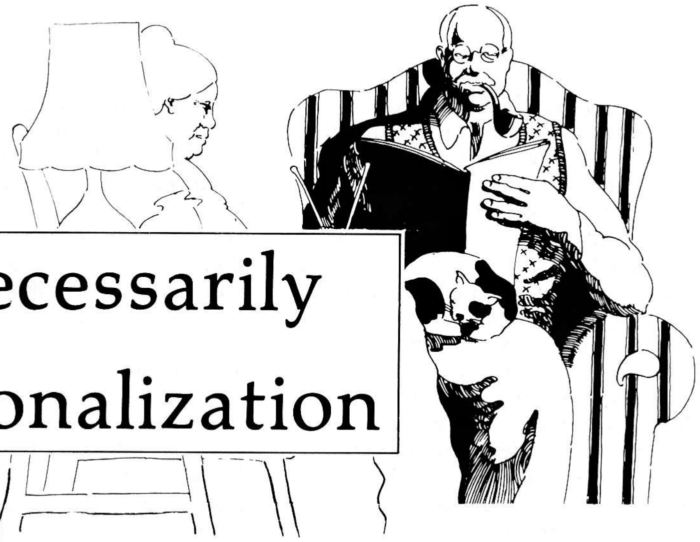
The midday and last meal of the day were carried out with precision and elegance. Whether the monarch was dining alone, with a few friends, or with many guests and spectators there would be a formal procession from the Grand Commun. The repast was transported over the long distance to the dining room by servants. The food seldom arrived hot, however, because some of the procession was out-of-doors and the food simply got cold, especially in the winter. Courtiers would proceed the meal announcing, "The King's Meat" or "The King's Soup", while all in their path would curtsey to the royal viands.

Louis's ancestors had accepted the fork as an eating utensil, but Louis preferred to use his fingers and the occasional knife. It is said that his manners were impeccible, but that he always wore his hat at the table and his continual doffing of the chapeau to the ladies, resulted in many greasy hat brims. He never ate between meals, and this is understandable when one looks at a list of typical foods served in a meal. It may include at least two or three soups, game, salad, ham, mutton, fruit, pastries, vegetables, eggs, and quantities of diluted wine. However, the King loved to see others eat, especially his lady friends. When he escorted them to his couch, he always provided baskets of food and his guests were expected to indulge heartily. Sometimes his formality at meals gave way to impulsiveness and mischief. He is known to have pelted the ladies with rolls and they were expected to do likewise. This playfulness generally took place at Marly, his country estate, not in the splendor of the dining room at Versailles.

Among the many servants and officers of the King, several held important food-related positions. The serdeau was an officer whose duty it was to receive plates of food from the servers, then to take them to an area where the servants ate their own meals. A lucrative part of this job was to sell the surplus food to the commoners and to take some commission on the sale. Stalls were set up around the palace to offer food from the royal tables for sale. It was a rule that dishes prepared for the King, whether they were touched or not, could not be served again. Skimming over the list of items presented at each meal for the sovereign's choosing, it

(Continued on page 211)

Nancy Scrutton holds a BA in Home Economics from the University of Windsor and a MA from Wayne State University, Detroit, Michigan. She recently left the faculty of the Department of Home Economics, University of Windsor and is now freelancing. **This is the third in a series of articles on food history prepared by the author for the** *Canadian Home Economics Journal.* Mrs. Scrutton recently visited Versailles.



Not Necessarily Institutionalization

Anne P. Kernaleguen

Projections by Statistics Canada suggest that the population of Canadians, 65 years of age and over will slowly rise from 8.7% of the total population in 1976 to almost 12% by the turn of the century. A dramatic increase is anticipated in the early part of the twenty-first century to 16.5% in the year 2021 and 20% in 2031. At the same time as the population in the older age bracket is growing rapidly, the forecast for the age group, 0-17 years is for a decrease both as a fraction of the total population and in absolute number. The working Canadians, 18-59 years of age will still continue to increase as a proportion of the total and in absolute number but only to the year 2000. From then on their numbers will decrease as a portion of the population and in total numbers as well. It is projected that in 50 years, the 0-17 years age group and the 65 years and over group will each represent 20% of the total Canadian population. These predictions are made on the assumptions that current trends prevail. Already several European countries have populations with over 13% in the older age bracket. Given that the major demographic changes will not occur until the next century, Canada has 20 years to plan, in a rational way, its approach to the problems that will evolve as a result of this population distribution. (Powell & Martin, 1980)

As Canada faces an aging population, more and more attention is directed to the process of aging; specific problems — physical, social, psychological and economical — which develop as a result of aging; care of the elderly; and other age-related concerns. A special committee of the Senate on Aging (1966) estimated that approximately 7.7% of Canadians, 65 years and over were then residing in institutions. The rate varied in various provinces from 3.9% in Newfoundland, 4% in the Northwest Territories, 4.6% in Nova Scotia, 6.9% in New Brunswick, 7% in Prince Edward Island, 7.3% in both Saskatchewan and Quebec, 7.4% in British Columbia, 8.1% in Manitoba, 8.5% in Ontario and 9.3% in Alberta. At the same time, statistics on institutionalized elderly in other countries showed it to be 4.5% in Great Britain and 4.6% in the United States (Shanas, Townsend, Wedderbarn, Friis, Milhoy, & Stenhouwer, 1968). By 1976, ten years later, a study by Gross and Schwenger (1978) indicated that 8.4% of the population 65 years and over on any given day was living in an institution in Canada with Alberta reaching a record high of 9.4%, Ontario, 8.9% and Saskatchewan, 8.7%. The figures for the corresponding years for the United States showed the national average of institutionalized elderly at 6.3% while England and Wales had 5.1% of their older population in institutions.

Several reasons are purported to account for the increasing rate of institutionalization among the elderly in Canada. Among these, is the rate of aging of an already aged population. In addition to having more persons over 65 years of age, the number of people 85 years and over is increasing at a greater rate than in the past and this segment of the population often requires more institutional and health care than other groups. Other contributing factors may be geography and climate. Older persons remain in institutions longer in adverse climate especially when distances to be travelled are great and amenities at home are restricted. In addition, population mobility contributes to the lack of available support systems for the elderly in their own home. Families are dispersed and consequently many older people find themselves without children living close by who can provide needed services. Changing sex roles and the need for additional income have contributed to a greater number of women working outside the home thus being unable to provide support for aging parents. The declining birthrate by itself will affect the rate of institutionalization of elderly as a greater number will find themselves without sons and daughters to provide filial support which would enable them to live independently for a longer period of time. There is also the suggestion that a lack of sophistication in assessing problems of the elderly results in a greater than necessary number of them being institutionalized. Still others argue that the dearth of home care services in Canada as compared to other countries contributes to a greater rate of institutionalization of the elderly. Along with these reasons is also the reported tendency in Canada of institutionalizing deviant citizens. The elderly are no exception.

Whatever the reasons for the high rate of institutionalization of people 65 years and over in Canada as a whole and particularly in Alberta, Ontario and Manitoba, it is an accepted fact that the numbers are excessively high. As a consequence, alternative programs such as *home care programs* are being established in most provinces.

Anne Kernaleguen was born and raised in Saskatchewan. She holds the following degrees: B.HSc. (Sask), B.Ed. (Alta), MS (Michigan State), PhD (Utah State). She worked for the Ontario and Alberta Departments of Agriculture, taught at the Red Deer Composite High School, Michigan State, Utah State and the University of Saskatchewan. She also worked for two years for McCalls Corporation. Dr. Kernaleguen is presently a professor in clothing and textiles in the Faculty of Home Economics, University of Alberta. Her special interests are clothing and personality, clothing for special needs and gerontology.

While in the past, the tendency was to fit the individual to the environment, the practice is now to fit the environment to the needs of the individual. These programs aim at extending the years of independent living in non-institutional settings.

Studies conducted in various provinces suggest that more females than males are living in institutions. This is not surprising since the life span of women is greater than that of men. As well, there tends to be more single than married people living in institutions and more people in institutions report a higher incidence of health problems and sensory disabilities than people living in their own homes. Institutionalized elderly tend to be older than the non-institutionalized. These results indicate that many people living in their own homes could probably benefit from minor modifications of the home environment. (For example, the placement of grab bars in bathrooms near toilet and tub or the installation of kitchen cupboards at an appropriate height for the average elderly woman whose stature is decreasing so that she doesn't have to stretch or stand on a chair to reach things.) Prosthetic design features could be incorporated early in one's home so that the process of adapting to them occurs before the person actually needs them and can no longer cope without them. Common problems identified by people 65 years and older are dizzy spells, arthritis, heart disease and varicose veins. These make standing for any length of time difficult and walking any distance impossible. Taking these problems into consideration, prosthetic home modifications could include the building in of space under the sink to permit the use of a stool while performing kitchen chores. Likewise since many elderly people experience problems with vision, additional non-glare lighting could be installed as a precautionary measure to prevent falls in a poorly lit environment. Even a new coat of paint in one's home could be chosen based on our understanding of sensory changes occuring with age and thus could increase one's feeling of well-being in the home environment. Increasing the soundproofing of walls in one's apartment may help the elderly enjoy listening to television and radio by allowing the volume to be increased without having to worry about disturbing one's neighbors. A simple rearrangement of the storage of utensils in the kitchen may facilitate reaching and seeing essential items for those whose flexibility and vision are impaired. All too often, homes are built by contractors and builders, usually men in the prime of life, who fail to realize that women are shorter than men and that elderly women may have decreased in stature considerably by the time they reach 80 years of age. This results in an environment which is very restrictive and consequently frustrating. Without modifications, it becomes difficult and finally impossible to live in one's home. Institutionalization becomes the easy alternative; support systems would enable the elderly to function in a familiar environment for a longer period of time.

Canada has one of the highest rates of institutionalization of the aged in the world. Yet, no one looks forward to or dreams of leaving one's home and independence and of becoming one more statistic in an institution. The challenge facing Canada today is to minimize institutionalization of the elderly. Support systems at home could increase the years of independent living and postpone institutionalization until it becomes the most appropriate alternative.

Among the support systems for our aging population is *home care*, a government program designed to assist persons to remain in their own homes as long as possible. The aim of home care is to preserve and promote the dignity of independence and self-care of people requiring assistance with the activities of daily living, enabling them to remain in their homes as long as possible. Home care programs although they vary slightly from province to province usually have a nursing component which includes skilled nursing care and teaching of self-care to clients and their families; a medical service such as physiotherapy; and occupational therapy. Another component is that of homemaking services which may include home management, shopping, banking, home maintenance, laundry and related tasks. Home care programs are administered under local health authorities and local home care committees. Funding comes from provincial and local governments. The effectiveness of home care depends largely on continued ability to recruit and maintain a cadre of community workers to perform instrumental chores and provide effective support services. In most cases, home care services are provided by homemakers, typically women 40 to 60 years of age, who have considerable experience in housekeeping duties. Effective relationships between clients and workers can improve morale and present the client with fewer difficulties in accepting help (Jette, Branch, Wentzel, Carney, Dennis, & Heist, 1981)

Doubtless no home care program can perform miracles but if it can be a support for the elderly and can prolong independent living for even a small portion of our population, it will have served all Canadians well. As for most people, but especially for older people, the home is part of one's identity. It is cherished by all. No one looks forward to having that identity removed. In many cases, people would not have to leave their homes if a supportive home care program were available to provide assistance and alleviate problem areas. But there will come a time in the lives of some people when living at home is no longer possible nor best for the individual concerned and an institution is the best solution. Thus home care support systems do not replace institutions for the elderly but they can contribute to more years of independent living. As stated by Schwenger and Gross (1980), "not necessarily institutionalization but institutionalization if necessary" •

References

Gutman, G. The elderly at home and in retirement housing: A comparative study of health problems, functional difficulties and support service needs. In V. Marshall (Ed.) *Aging in Canada*. Don Mills: Fitzhenry & Whiteside, 1980, p. 189.

Jette, A., Branch, L., Wentzel, R., Carney, W., Dennis, D., & Heist, M. Home care service diversification: A pilot investigation. *The Gerontologist*, 1981, 21(6).

Marshall, V. Aging in Canada. Don Mills: Fitzhenry and Whiteside, 1980.

Pastalan, L. Age related vision and hearing changes: An emphatic approach. 1976.

Powell B., & Martin J. Economic implications of Canada's aging society. In V. Marshall, (Ed.) *Aging in Canada*. Don Mills: Fitzhenry & Whiteside, 1980, p. 204.

Saskatchewan Social Services: Home care policy and procedure manual (no date given)

Schmidt, J. Service program on firm footing. *Edmonton Journal*, Feb. 2, 1982, p. A6.

Schwenger, C. & Gross, J. Institutional care and institutionalization of the elderly in Canada. In V. Marshall (Ed.) *Aging in Canada*. Don Mills: Fitzhenry & Whiteside, 1980, p. 248.

Shanas, E., Townsend, P., Wedderburn, D., Friis, H., Milhoy, & Stenhouwer, J. *Older people in three industrial societies*. New York: Atherton Press, 1968.

Ten questions your patients may ask about the new low-calorie sweetener, NutraSweet™

Recently, foods and beverages made with a completely new kind of food sweetener, NutraSweet* aspartame sweetener, were introduced in the marketplace. Here are the answers to some of the most frequently asked questions about this revolutionary new product.

1. Exactly what is NutraSweet? NutraSweet is not a sugar. NutraSweet is a sweet, nutritive substance made of protein components like those found naturally in most foods. It is a sweet compound of two amino acids, aspartate and phenylalanine.

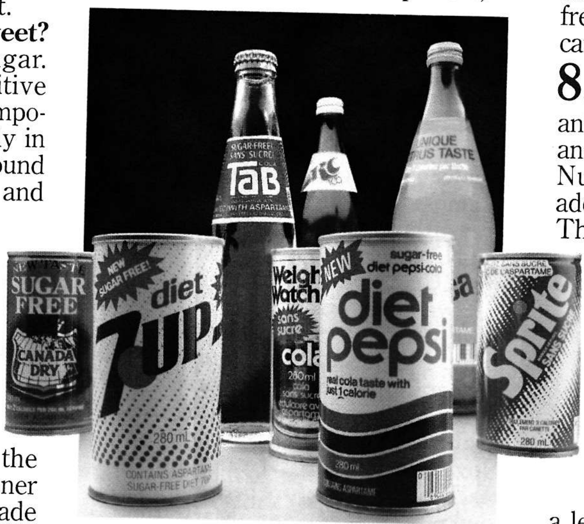
2. What foods are made with NutraSweet? A variety of foods are made with NutraSweet: carbonated soft drinks, pre-sweetened cereals, instant puddings and dessert toppings, flavored crystal beverages and chewing gum.

Equal® (Égal® in French), the new low-calorie tabletop sweetener in packets and tablets, is also made with NutraSweet.

3. Can NutraSweet reduce calories in foods? NutraSweet sweetens with far fewer calories than sugar. For example, a teaspoon of sugar contains 16 calories. NutraSweet delivers equivalent sweetness with only 1/10 of one calorie. That means, in some foods made with NutraSweet, *calories may be reduced as much as 95 percent* (see chart below).

4. Can children have foods made with NutraSweet? Unlike many non-nutritive sweeteners, NutraSweet has been clinically tested with people of all ages.** If a person consumes an amount of NutraSweet equivalent in sweetness to one teaspoon of sugar, he takes in 8.5 mg. of aspartate and 10.6 mg. of phenylalanine. By way of comparison, he takes in 50 times these amounts when he drinks an 8 oz. glass of milk.

5. Are foods made with NutraSweet more nutritious? Sometimes. For example, a pre-sweetened cereal made with NutraSweet can offer more protein, fiber, vitamins and minerals per serving than the same size serving made with sugar. That's because sugar's bulk and calories can be replaced with more cereal grain.



6. Can NutraSweet help reduce tooth decay? Too many sweets in the diet, combined with poor dental habits, contribute to tooth decay. While diet is only one factor, substituting foods made with NutraSweet for sugar-sweetened foods may help to reduce cavities.

Supporting this theory are studies conducted by the U.S. National Institute of Dental Research that showed use of NutraSweet was not associated with the formation of cavities in animals.

7. Can persons with diabetes eat the foods made with NutraSweet? NutraSweet is welcome news for persons with diabetes because it is digested and utilized by the body as protein. That means some foods and beverages formerly high in sugar may soon be enjoyed because with NutraSweet most beverages will be totally sugar-free and other foods will be significantly reduced in carbohydrates.

8. Can pregnant women use NutraSweet? On the basis of animal and clinical studies, Health and Welfare Canada concluded that NutraSweet does not present an additional risk to pregnant women. The amino acids from NutraSweet will be less than 1% of the total protein consumed over a day. And, consuming foods and beverages made with NutraSweet is just like eating other foods containing the same protein components.

9. Does NutraSweet really taste like sugar? In two separate studies conducted at a leading university in New York, people were fed a diet that contained sugar-sweetened foods. Occasionally, foods sweetened with NutraSweet were substituted without the subjects' knowledge. Most subjects could not tell the difference between the foods sweetened with NutraSweet and the same foods sweetened with sugar.

10. Can NutraSweet help me control my weight? Eating foods made with NutraSweet allows you to reduce your daily calorie intake, yet still satisfy your sweet tooth. And because foods made with NutraSweet taste like high-calorie foods, they can help make even a restrictive diet more palatable.

*NutraSweet is a brand name of G.D. Searle & Co. for the sweetener aspartame (APM).

**NutraSweet contains phenylalanine. Physicians with phenylketonuric patients may request additional information on foods made with NutraSweet by calling (1-800) 268-1120 and in British Columbia (112-800) 268-1120.

Compare the difference in calories:

Food	Containing Sugar	Containing NutraSweet
Hot chocolate (8 oz.)	116 calories	64 calories
Carbonated soft drink (10 oz.)	120 calories	1 calorie
Gelatin dessert (½ cup)	81 calories	10 calories
Whipped topping (4 Tbsp.)	56 calories	28 calories
Chocolate pudding (½ cup)	150 calories	75 calories
Milk shake (1½ cups)	284 calories	135 calories

The NutraSweet Breakthrough

Searle Food Resources, Inc. **SEARLE** Subsidiary of G. D. Searle & Co.

On the Community Front

Norma McCullough

Provincial Director Northwest Territories & Yukon

The Northwest Territories is made up of sixty communities ranging in size from a few log cabins along a lakeshore to our capital city of Yellowknife with its paved streets and high rises. These communities are spread over 1.3 million square miles thus making personal contact for some of us seldom possible and forms of communication both difficult and costly. In this article I will take you on a journey to some of our N.W.T. communities and visit with your fellow CHEA members who live and work in these far-off places. Unless you have visited the North, few people can comprehend the vastness of this area of Canada so I will try to give some idea of just how scattered we are as we travel from one area to another.

Coming from Edmonton by highway, Hay River would be your first stop in the N.W.T.. Here we find **Shari Burnstad** teaching in the very well equipped "Purple School" possibly unrivalled anywhere in Canada for its modern architecture and color. In 1969 Shari followed the rest of her family north and spent that year teaching in Frobisher Bay. The next year found her north of the Arctic Circle in the small settlement of Fort McPherson where she remained until returning to university four years later. Leaving the University of Alberta with her B.Ed., she once again came north to another small settlement, Fort Providence. Three years as Assistant Principal and part-time teacher left her desiring a full-time home economics teaching position. Shari has been in Hay River since 1978 and is our very competent Home Economics Council newsletter editor.

If we follow the highway southeast the next stop is the mining town of Pine Point. **Virginia Torio**, originally from the Phillipines has been the home economics teacher for the past four years. Virginia, like Shari has taught in both the Eastern and Western Arctic and in several small settlements.

Continuing east 145 km through Wood Buffalo National Park you arrive in Fort Smith and find yours truly, **Norma McCullough**. Fort Smith has been my home since 1972 when I moved here with my family from Nova Scotia. As Home Management Consultant I spent two extremely interesting years setting up programs for native women in the settlements of the Fort Smith Region. However, family priorities necessitated that I transfer to the school system where I have been employed since. As a long time resident and parent of two very involved teenagers I find myself active in most community organizations. Presently I am secretary-treasurer of the N.W.T. Home Economics Council and a CHEA provincial director.

If we begin again at Hay River and drive 494 km north we land in Yellowknife. **Mary Kathleen Connolly**, our former CHEA Provincial Director, can be found teaching at Sir John Franklin High School. Mary also comes from Nova Scotia and first came north to teach in Inuvik. Before becoming a Yellowknife homeowner, Mary took a year of educational leave and worked in Fort Smith as Home Management Consultant.

Our other CHEA member in Yellowknife is **Sheila Gorrill**. Another maritimer, Sheila is from O'Leary, Prince Edward Island. Graduating from Mount Saint Vincent University in Halifax, she came to Saint Patrick's High School in 1979 where she is presently employed.

From Yellowknife we fly 2261 km to Frobisher Bay in the Eastern Arctic and meet three CHEA members who reside in this community. Teaching in the high school are **Sheila Knowlton-McRury** and **Ruth Bentley**. Originally from New Brunswick, Sheila has lived and taught in the eastern arctic for several years where she and her husband have built their own home.

Ruth, a relative newcomer to the north, graduated from Acadia University in 1980. Coming to Frobisher, she and Sheila have since shared the home economics teaching load at the Gordon Robertson Educational Center. Ruth is vice-president of our Home Economics Council.

At the Adult Education Center we find **Catherine Moore**, a native of Winnipeg and graduate of the University of Manitoba. Cathy came north in answer to an advertisement for a home management educator position in Igloolik. She spent 18 months in Igloolik where her primary purpose was to train Elise Attagutaluk, a local resident, in the content areas of home economics. Besides training Elise, she also delivered home management programs to other High Arctic settlements — Hall Beach, Resolute Bay and Grise Fiord. In the fall of 1981, she moved to Frobisher Bay to develop and deliver programs to southern Baffin communities. Cathy is able to utilize the media having a weekly consumer spot on CBC North as well as using the Inuit Broadcasting Corporation to relay classes and information via satellite television to other communities. The majority of her work is done in Inuktitut and local instructors are used whenever possible.

Close to the top of Baffin Island is the settlement of Pond Inlet. **Marion Love** came to Pond Inlet as Home Management Educator in January 1982 where she is now developing a program for the residents of this area. A 1978 graduate of the University of Saskatchewan, her past experiences have been with the Department of Northern Saskatchewan and the Saskatchewan Indian Agriculture Program.

Going north from Yellowknife, this time we fly 1094 km to Inuvik and a visit with **Nora Dixon**, president of our Home Economics Council. A graduate of the University of Guelph, with her B.Ed. from the University of Toronto, she spent two years teaching in Ontario and another three in Vancouver before she felt the urge to come north. Her first position was in Fort Simpson, on the MacKenzie River. In 1979 she was selected by the Canadian

(Continued on page 215)

Personal Finance for Canadians

By Kathleen H. Brown. Scarborough, Ontario: Prentice-Hall Canada, 1981.

Personal Finance for Canadians fills a long standing gap in the literature for a family-oriented textbook which considers financial decisions in a Canadian context. Dr. Kathleen Brown of the Department of Family Studies at the University of Guelph has tested the materials in the book with successive classes of students, in Ontario and other provinces. The resulting text is clear, well illustrated and effectively organized. Each chapter begins with specific objectives, and concludes with case studies, problems, and references. The contents cover four main areas of financial management — credit, taxation, financial planning and financial security in considerable detail.

The text is in an attractive paper back edition which has lowered its cost for readers. It is highly recommended as a textbook for personal finance courses at the university level and as a useful reference for persons helping families with financial problems.

Reviewed by:
Ruth E. Berry, MS
University of Manitoba

Financial Counselling and Interviewing Skills

By Charles J. Pulvino and James L. Lee Dubuque, Iowa: Kendall Hunt Publishing Co., 1979; $8.95.

Financial Counselling Interviewing Skills is a book that attempts, and in my opinion, succeeds in bridging the gap between finances and counselling. It provides a useful blend of theory and practical application. The book addresses the basic rationale of the counselling process, with chapters on the financial counsellor, a counselling model, the counselling client, and the counselling process. There is a good discussion of counselling techniques which are based on the problem-solving framework. Finally, considerations for establishment of financial counselling programs are presented.

The book stands on its own. However, a workbook has been written to provide exercises which emphasize the principles addressed in the text. This informative book is recommended for use as a textbook at the university level as well as for professionals involved in financial counselling.

Reviewed by:
Jane McKay-Nesbitt, B.Sc.
Winnipeg
Chairman CHEA Consumer Economic and Management Committee

The Complete Family Book of Nutrition and Meal Planning

By W. Harding leRiche. Agincourt, Ontario: Methuen Publications, 1980. p. 242; Softcover $11.95.

In its day, this book may have been considered an encyclopedic reference. It was written for hardcover in 1976 by Dr. leRiche, professor in the Department of Preventive Medicine, Division of Community Health at the University of Toronto and it is packed full of tables and charts, nutrition history, and anthropology and the politics of food.

But there were many important developments and changes in the field between 1976 and 1980 and no apparent attempt was made to revise the book before its most recent publication.

Perhaps the most glaring example occurs in the first of three chapters on the nutrients we need. The author provides a Daily Food Guide Chart based on "commonly accepted North American standards" with Canada's Food Guide on the following page. The latter bears little resemblance to the Food Guide which is currently in use in Canada.

The Food Preparation chapter tells how to roast, braise and broil but not how to use a microwave oven. The chapter on infant feeding skims over the home preparation of baby food. The chapter dealing with the fight against fat does contain a wealth of background information on obesity but does not include more recent research or information on fad diets. And the author implies a high protein-low carbohydrate diet is most effective. The vegetarian chapter deals with total vegetarian regimes and does not cover the trend to reduce meat consumption gradually.

More than 300 recipes are simple, well written and low in cost. They are in Imperial measures.

The book was designed for use by the general public, medical students, nurses and other health science professionals. Because of the wide scope of material, it's the kind of book you would tend to use as a reference. However, the index is a scanty five pages.

Reviewed by:
Pat Inglis, B.Sc. (H.Ec)
Freelance Journalist
Edmonton

Fabric Data

By Mary Humphries. Self published, 1980, p. 75; $14.90. 77/80 revision insert $5.15.

To see a Canadian source of up-to-date textile information is a pleasure. The information is good; the style easy to read with touches of humor. Throughout the book, there is evidence of the author's practical experience with the textile industry.

The book's organization is different. The author looks at textiles in terms of how they can be expected to perform. The economic aspects and future of the textile industry are discussed.

The section *Fabrics in Use and Care* is particularly interesting. Not only does the author discuss what happens but why it happens. The section about dyes and fabric colorfastness is especially good. The author suggests what type of dye could be used for a particular fiber, how one might identify the dye, and what to expect from the fiber/dye combination in terms of colorfastness.

The book also has a section about metrics and a source list of textile resources with addresses. There is a trade name index which may be converted to card files.

The looseleaf format makes revisions easy but the quality of the binder is poor. I would recommend being able to purchase the information without the binder. The author does suggest transferring to a binder with sturdy metal rings for frequent use.

Fabric Data assumes the reader has previous textile knowledge. It would be a particularly useful reference for teachers and extension workers. Libraries, too, would find it a useful Canadian reference.

Reviewed by:
Diane Luke, M.H.Ec.
Clothing and Textile Specialist
Alberta Agriculture, Airdrie

Women and the Chip

By Heather Menzies. Montreal: The Institute for Research on Public Policy, 1981. p. 98; $6.95.

Menzies packs her 98 pages with interesting facts and figures to bring home the point that women could face massive unemployment between 1985 and 2000 if a concerted effort is not made now to prepare them for life in the working world of the post-industrial age — the age of "informatics". Many women are the information manipulators, holding the very jobs in greatest jeopardy due to office automation. According to some predictions only half of these present jobs may be available by 1990.

Presently very few clerical workers move up to the professional or managerial ranks. Women in clerical ghettos have few access points to allow for upward mobility.

As we push our grocery carts up to the electronic cash register, we are usually too tired or too preoccupied to give much thought to the significance of the technology that surrounds us now and will become an even greater part of our daily lives tomorrow. Canada, via such things as the banks' automated tellers, is entering an age of informatics, the automation of all phases of information manipulations. Women account for 90 per cent of the employment force in the manipulation of information and they are expected to bear the brunt of the new age.

Menzies also comments on some aspects of the quality of life for those involved in the new technology. The computer silently monitors every action of these workers and has become a source of anxiety for workers.

Case studies are provided. Menzies points out that while clerical workers will feel the brunt of the new age, they generally have the fewest opportunities for educational leave or staff training. Among the recommendations — a campaign to drastically increase computer literacy of Canadians, encouragement for young women to look at other than clerical careers, more expenditures on personal education, occupation bridging mechanisms and affirmative-action programs designed to let women put their training to work and increased benefits for part-time workers.

The book is easily read, well documented, informative and thought provoking. The new age is indeed upon all of us and some of us could come out the losers. If that happens, the repercussions will be felt in many families where women were unwilling or not given the change to cope with changes few of us really fully comprehend.

Reviewed by:
Verna Lefebvre, PhD
Faculty of Education
University of Alberta,
Edmonton

Essays on Pediatric Nutrition

By D.L. Yeung (ed.). Ottawa: Canadian Public Health Association, 1981. p. 199; $10.00.

This new Canadian publication consists of a collection of papers dealing with a wide range of issues in pediatric nutrition. The diversity of the contribution is both a source of strength and weakness in the book: whilst providing some useful updates or reviews, it lacks unity and varies considerably in quality.

A good update on current guidelines for infant feeding is provided by the initial statement of the Nutrition Committee of the Canadian Pediatric Society, which includes a useful summary of recommendations as well as an extensive bibliography. The relatively neglected topics of maternal nutrition and fetal development, and nutrition of low birthweight infants receive prominent and sensible consideration, though a later chapter on metabolic adaptions in the new-born seems somewhat out of place here.

The nutritional and non-nutritional constituents of human milk and formula are compared and maternal factors affecting composition of breast milk described. The superiority of breast milk for infant feeding is confirmed.

Commercial baby foods are examined from a nutritional and safety point of view. Sensory evaluation of infant foods reveals that infants may have well-defined preferences, and that taste and texture have major roles in acceptability. Good reviews are provided on infant obesity, and the synergistic relationship of malnutrition and infection. The latter paper focuses on the role of the immune system.

Two chapters are devoted to aspects of parent-infant bonding, whilst brevity precludes adequate attention being given to atheroschlerosis in infancy and to nutritional concerns of 2-13 year olds.

On the whole, the topics are well presented and useful tables and illustrations add to the readability of the text. A number of extensive bibliographies guide the reader to much of the current literature. A minor irritation is provided by more typographical errors than should be necessary, and for some reason, the authors' names are omitted from the page of contents. No general index is included.

The book is aimed at university students and practising health professionals and, as such, provides a useful overview of issues in pediatric nutrition. For $10.00, it cannot be anything other than a good buy.

Reviewed by:
Paul Fieldhouse, M. Phil., B.Sc. (Hons.) Nutr.
Assistant Professor, Foods and Nutrition
Faculty of Home Economics
University of Alberta

Sex — The Facts, The Acts and Your Feelings

By Michael Carrera. New York: Crown Publishers, Inc., 1981. p. 448; $25.00.

This is a complete, easily read book which explores all dimensions of sexuality. It is like an encyclopedia, allowing one to obtain the facts, and then to explore thoughts and feelings about sexuality. The first two-thirds of this book deals with factual information. The last third of the book deals with the acts and your feelings, concluding with a chapter titled *Touching and Caressing"*

Question-answer sequences, based on questions most often asked Dr. Carrera are used effectively to clarify confusing and/or complex topics. The language used throughout the book is simple and free of medical jargon. Pictures and diagrams are used frequently. Recent research is included. For example, Dr. Carrera cites findings that most prostitutes grew up in unstable families with sexual abuse commonly being reported. He states arguments for and against legalized prostitution. He is not so succinct in dealing with the chapter about pornography. He fails to distinguish between eroticism and pornography, and thus does not state the growing view among men and women that pornography is sexual exploitation of women and children. This, however, is the only aspect of the book with which I can take issue. In all other aspects it is accurate, factual and current.

I appreciated Dr. Carrera's view that "Fulfilling our sexuality is a lifelong opportunity. We may choose to explore our thoughts and feelings about sexuality and sexual acts or we may not. We may seek to change some of our attitudes or we may be happy as we are. Either way, this book respects absolutely the right of individuals to make their own decisions for themselves and in their relationships according to their own beliefs and values." At the conclusion is a Glossary/Index which includes photos and diagrams. *Sex, The Acts, The Facts, and Your Feelings* could be considered a valuable family resource.

Reviewed by:
Barbara MacDougall, B.Sc. (H.Ec.)
B.Ed., M.Sc. (Ed. Psych.)
Acting Supervisor, Family Life and Sex Education,
Calgary Board of Education

Inside the Fashion Business: Text and Readings (Third Edition).
By Jeannette A. Jarnow, Beatrice Judelle and Miriam Guerreiro. New York: John Wiley, 1981. p. 427; $18.95.

The authors have aimed this book at the career-oriented students of fashion, specifically the students and graduates of the Fashion Institute of Technology in New York. The approach is a wholistic view of the fashion industry. Topics include the principles and materials of fashion, women's apparel and menswear, imports, retailing and auxiliary businesses.

The information provided is descriptive and factual with a rather heavy emphasis on historical developments. The book is not dated by the pictures and diagrams included, although the last chapter which discusses future trends in the fashion business may prematurely render the book passé.

Numerous references to United States statistics, designers and companies limit the usefulness of the book as a textbook in Canadian courses. However, some of the readings (which comprise about 40% of the book's content) are more generally applicable. About 20% of the readings are repeated from the Second Edition. However, virtually all of the text has been rewritten and expanded relative to the two previous editions.

This edition would serve well as a textbook in an introductory course of a community college program involved with any aspect of the fashion industry. The book offers the benefits of a broad overview of the fashion business and the appropriate vocabulary. To be useful at the university level, it needs to be supplemented with more in-depth information or used only as a reference text. Suggestions for questions and activities at the end of each chapter are good sources of ideas for classroom discussion and projects in both educational settings. •

Reviewed by:
Rosemary Polegato, B.Sc. (H.E.), M.Sc.
University of Western Ontario
London, Ontario

If you are interested in reviewing a book, please contact the **Book Review Editor** stating your area of interest. A complimentary book which may be kept will be sent to you for review.

Abstracts of Current Literature

Submitted by
Acadia University
Wolfville, Nova Scotia

Geotextiles
R.J.E. Cumberbirch
1981
Textiles, 10: 76.

An interesting and different use of textiles is explored in this article from the Shirley Institute. Through the co-operation of civil engineers and textile scientists non-apparel uses are being developed (for the synthetics). Specifically, polyesters and polyolefins are being used in soil or soil-based structures.

The engineers, concerned with development of stable structures on soil — from dams to dykes to roads and railroads — have been aware since the 1960s of the value of fabric. The geotextiles perform one or more of three possible functions. — *layer separations, filtration/drainage boundary, reinforcements.* The manner in which each of these work is clearly demonstrated in a page of diagrams.

The article discusses the properties that make textile materials suitable for this work. One important factor is cost, as huge amounts of the fiber are usually required.

Mr. Cumberbirch next discusses the construction methods that have been tried. Since cost is a major consideration, we are not surprised to find bonding and needle punching important. The characteristics we demand for apparel (flexibility, drape, softness, hand) are of little importance here. Because it is a process readily applied to the polyolefins (inexpensive fibers) spun bonding is widely used. The textiles need to be durable, resistant to microbiological action, chemicals and light and stable to a range of temperatures. ICI has developed a newer technique of fuse bonding for a net of bicomponnet fibers. The author notes the use of a fuse bonded net in Japan's airport to give some protection against earthquakes.

The use of more familiar construction techniques is not ruled out. Particular mention is made of a woven polyester geotextile where there is need for dimensional stability to resist deformation from very high loads.

The article concludes with a mention of some new techniques developed especially for geotextiles, and predicts a real future for a still young technology.

As is usual in this magazine the article is well illustrated with photographs and diagrams.

Charlotte Wade, M.Sc.

Changing behavior and outlook of aging men and women: implications for marriage in the middle and later years.
M. Zube
1982
Family Relations, 31: 147.

Individuals change as they go through the aging process and this affects their marital relationship. This period of life is apt to be a lengthy one with a reduced capacity of individuals to cope with the environment, and research has shown that men and women develop different traits as they become older. Males become more interested in personal fulfillment and satisfaction while females become more aggressive.

These changes however, are gradual, and are influenced by past experiences, health, self-concept, social pressures, personality and lifestyle. It is important for those individuals who work with older adults to realize that these personality trait changes do occur, even though the reasons are not particularly clear.

The social sphere changes in the later years as there is a gradual reduction in the degree of social involvement due to lack of opportunity. Women tend to maintain more family contacts and have closer friendship ties than those of the men. Because of this, women usually make a better adjustment to widowhood than do men. It may be because women have had to be flexible and have undergone many role changes in their lives.

Many of the problems of the older married couples are similar to those of younger couples, but are usually magnified. Some of these are: lack of communication, unsatisfactory sexual relations, lack of mutual interests, and differing goals and expectations for life. The aging person shares many of the same doubts and fears as does the adolescent, and professionals who work with them can aid and prepare them for some of the difficulties they will encounter.

Jean M. Peck, B.Sc. (H.Ec.)

Working during pregnancy: Effects on the fetus.
R.L. Naeye and E.C. Peters
1982
Pediatrics, 69: 724.

The effect of working during pregnancy was studied in 7,722 pregnancies in the U.S. Collaborative Perinatal Project between 1959 and 1966. The analyses included women who could be placed in one of three pregnancy work categories: did not work outside the home, had employment outside the home that required sitting most of the time, or had employment that required standing most of the time. Length of gestation was not shortened in women who worked outside the home but newborns of women who worked in the third trimester weighted 150 to 400 gm fewer than newborns of mothers who remained at home. Birth lengths and in most cases, head circumference were not reduced when women had outside employment.

The decrease in birth weight was most severe when mothers had stand-up jobs, continued working until near term, were hypertensive or had children at home to care for when they returned from work. The lower birth weights associated with maternal work were not the result of lower maternal pregnancy weight gains or lower pregravid body weights. Stratification of birth weights by mothers' ages, family income, years of education and other factors that commonly affect fetal growth did not significantly change the relationship between outside maternal employment and low birth weights.

There was a progressive increase in the incidence of large placental infarcts when women continued stand-up work into late gestation. The authors speculate that a decrease in blood flow from the uterus to the placenta may have contributed to the low birth weight and placental infarcts.

Elizabeth M. Johnston, PhD

The Sun King (Continued from page 202)

becomes obvious that there was great waste. Five meats may be sent for Louis's scrutiny and he may only have taken two or three. The others would be handed over to the serdeau to sell.

Louis's chief gardner, La Quintinie, was a lawyer by training but turned to gardening as his profession. Louis preferred fruit and vegetables to pastries and he demanded certain fruits and vegetables even when they were not normally "in season". La Quintinie worked years prefecting March strawberries and lettuce, and cucumbers that ripened in April. To achieve this goal, he made use of solar-heated cold frames and greenhouses. He imported seeds and roots such as the artichoke and peas from countries like Italy. The petit pois was a particular favorite with Louis. La Quintinie grew them in his greenhouses and they were the rage of the upper class in society. This adventurous gardener wrote a gardening manual, that historians believe to be one of the best of its kind ever written. The King was so fond of the gardens and the gardener, that he ennobled La Quintinie and presented him with a house in the kitchen gardens. (Mitford, 1966, p. 42)

While not a direct employee of Louis XIV, Vatel, an "officier de bouche", and "gentleman master of cooks, service, and cuisine", figures in Louis's food history. Vatel worked at Chantilly for the King's relative, Le Grand Conde. One April day in 1671, the monarch and his large entourage arrived for a visit. The market produce that Vatel had ordered did not arrive on time or in sufficient quantity. The next day when a fish order was also mixed up, Vatel, a very tempermental cook (shades of Apicius) could not bear the disgrace, and ran himself through with his sword. (Hale, 1968, p. 230)

Succeeding monarchs, like great-grandson Louis XV, tired of the rich, pretentious food, and the tide ebbed in favor of elegant meals, taken with a few intimate friends and no spectators. Tables were no longer loaded down with dozens of unrelated dishes of foods, but an organized menu played a part in the royal dinner party.

When the days of the Sun King came to an end, perhaps for the sake of the develoment of French cuisine, it was for the best. •

References

Hale, W. *The horizon cookbook and illustrated history of eating and drinking through the ages.* New York: American Heritage, 1968.
Levron, J. *Daily life at Versailles in the seventeenth and eighteenth centuries.* London: George Allen & Unwin, 1965.
Lewis, W.H. *The splendid century: Some aspects of French life in the reign of Louis XIV.* London: Eyre & Spattiswoode, 1953.
Mitford, N. *The sun king.* New York: Harper & Row, 1966.

Get Involved with Computers (Continued from page 198)

masters. By being involved, home economists will be ready for whatever the future holds. •

References

Cetron, M. & O'Toole, T. Careers with a future: Where the jobs will be in the 1990s. *The Futurist,* June, 1982, 11-19.
Dillon, N. *Computer software for home and home economics.* Phoenix, Arizona: Strictly Software, 1982.
Dillon, N. Microcomputers: A challenge to home economists. *Forecast for Home Economics,* May/June, 1982, 36; 45-46.
Home Computers in your future. *Boys Life,* May, 1982, 35, 38-39; 42; 71.
Information processing. *Business Week,* April 20, 1981, 86-91.
Outlook. *Personal Computing,* July, 1982, 15-24.
Toffler, A. *The third wave.* New York: William Morrow, 1980.
Wiegner, K. Tomorrow has arrived. *Forbes,* Feb. 15, 1982, 111-119.

Violence in the Family

The report of the Federal Parlimentary Standing Committee on Health, Welfare and Social Affiars on *Wife Battering* was released May 6, 1982. This committee received submissions from many groups including the Canadian Home Economics Asssociation. The Committee concluded "that a battered woman must first and foremost be given protection as well as the opportunity to gain financial and emotional independence from her partner" and that "wife battering should be treated as a crime not merely as a behavioral aberration". Some of the Committee's recommendations related to: funding of emergency shelters, development of treatment programs for wife batterers, training of RCMP officers, research into the cause of wife battering, and public education on the issue.

Copies of the report are available from the Canadian Government Publications Centre, Supply and Services Canada, Hull, Quebec K1A 0S9

Where do I go for Help?

The Canadian Institute of Child Health has compiled an extensive list of national and provincial organizations, agencies, associations, and government departments that deal with various aspects of child health. The purpose of the directory, called *Where Do I Go For Help?*, is to provide parents with information concerning the well-being of their child.

The 58-page comprehensive compilation is an excellent resource, as well, for professionals wishing to direct parents to specific agencies for additional information on child health. Names and addresses of organizations that deal with nutrition, education, safety, social support, day care, family planning, parenting resources, and children with special needs, to name a few, are listed in the directory. The layout of the directory allows for quick and easy access to the information. The organizations are grouped according to the services provided as well as to the province where the organization is based.

The publication was prompted by the numerous calls from parents, professionals, and workers asking where they can obtain information about children and health care. The availability of the directory will facilitate the gathering of information on all aspects of child health.

To order send $5.00 to: Canadian Institute of Child Health, Suite 803, 410 Laurier Ave. West, Ottawa, Ontario K1R 7T3.

Housing News

The Home Economics directorate of Manitoba Department of Health compiles the brochure *Housing News* bi-monthly. It is a free publication containing six pages of information. The theme of the leaflet is "Dollars, Design, Energy". The information included ranges from an outline of regulations for new government assistance programs to summaries of articles included in technical journals.

To receive Housing News contact: Housing News, Home Economics Directorate, 880 Portage Avenue, Winnipeg, Manitoba R3G 0P1

Women and Informediation

Women and Informediation: The Six Interfaces of Eve is an extremely interesting and relevant 102-page paper written by Iris Fitzpatrick Martin, a GAMMA research associate. GAMMA, founded in 1974, is an interuniversity think-tank linked with the University of Montreal, Concordia University and Ryerson Polytechnical Institute. It specializes in "future studies" using an interdisciplinary approach.

"Informediation" is an expression coined by the author and refers "to the societal change whereby information is increasingly mediated (i.e. processed, stored and communicated) by technological devices and decreasingly within and among human minds operating independently". This paper addresses the important question concerning the present and projected impact of the new information technologies on women, in their various roles in society (the six interfaces), a subject of increasing relevance as it becomes obvious that the microelectronics revolution will not affect everyone equally.

Ms. Fitzpatrick's paper is also an "Issues Paper" and an emperical one since the arguments developed in it are grounded upon factual evidence about women's employment patterns and fulfullment of social roles. The conclusions offered by the author are in the form of concrete proposals and recommendations both to women planning careers and to public bodies such as the Federal Government directly concerned with the condition of women in society.

To order this publication send $6.00 to: GAMMA, Suite 210, 3535 Queen Mary Road, Montreal, Quebec H3V 1H8. A list of available GAMMA Publications on such topics as the Conserver Society, Information Society, and International Development is available upon request.

Electronic Funds Transfer System

The Consumer Economics and Management Committee of the Canadian Home Economics Association has prepared this bibliography of the literature regarding electronic funds transfer system covering the period of 1979 to April 1982. Most of the citations are annotated and were selected from several on-line database searches, catalogues, bibliographies and relevant periodical indexes.

To Order: Send $6.00 check or money order to cover printing and shipping to: CHEA Consumer Economics & Management Committee, 35 Wynyard Bay, Winnipeg, Manitoba R2G 2I6.

Metric Press Guide

Available in French and English the *Metric Press Guide* has been compiled to help media writers and editors follow internationally accepted practice used for metric measurement. To facilitate ready reference, the material is subdivided into a number of independent sections — business; construction and real estate; food, home and garden; sport; transportation and energy.

The Guide is available from: Metric Commission Canada, 240 Sparks St., Ottawa, Ontario K1A 0H5.

A Revised Publication

Agriculture Canada has carried out a revision of their *Skim Milk Powder* publication. The revision has incorporated the switch to metric measuring and updated the facts about the use of milk powder to make the product more appealing. The recipes in the publication include the old stand-bys such as cream sauces and soups, as well as a recipe for yogurt and a number of recipes for ethnic foods.

To receive a copy of the revised Skim Milk Powder (1106E), contact: Agriculture Canada, Communications Branch, Ottawa, Ontario K1A 0C7.

Available From Lever Brothers

Lever Brothers has what appears to be an extensive Consumer Education Department. With the broad product mix that the company manufactures, it is not surprising that a request to them can illicit materials on so many products, and concepts.

• Eating Sensibly

Seven principles of food intake are discussed in the leaflet. The concepts identified as ways to "eat more sensibly are: change the kind of fat — use polyunsaturated fats; change the food — use lean meat; change the cooking method — avoid frying; use modified dairy products; decrease use of sugar and refined foods, limit salt intake — don't salt when cooking or at the table; choose lower calorie foods — be aware of the foods that are rich and avoid them. Recipes that follow these principles are then given in the brochure.

• Laundry Information

Lever prepares both booklet style publications and quick fact sheets. Their booklet entitled *Phosphate-Free Detergents* explains how Lever has replaced phosphates with other chemicals to obtain an effective washing agent. Pointers to consider when laundering with non-phosphate detergents are given. Basic laundry principles are reviewed; then questions on special laundry problems such as diapers, flame retardant finishes, and safety are addressed.

Fact sheets available are: *Helpful Laundry Hints, Colour Damage and How to Avoid It,* and *Deterioration of Laundry Items.* The information outlined in these sheets would be useful to those who write news-columns, as it is well summarized and to the point. Facts given in the *Deterioration of Laundry Items* related to improper use of chlorine bleach, contact with corrosive substances, mechanical action, daily wear, and sun deterioration.

To receive the above literature, and request similar information, write: Consumer Education Department, Lever Brothers Company, 390 Park Avenue, New York, New York 10022.

For Home Sewers

• McCalls Fabric Conversion Guide

Do you work with home sewers who have not yet mastered the switch to metric? If you do, you're not alone!

McCalls has developed an aide for use in determining the amount of fabric of differing widths that is needed to complete a garment. The flip-side of the card includes conversions for imperial measure.

For copies of the Fabric Conversion Guide, write: McCall Pattern Company, Education Department, 230 Park Avenue, New York. N.Y. 10017.

• Fasten It!

Do you like to complete garments with closures other than buttons? Today's fashions often call for frogs, hooks, snaps or eyelets. Simplicity has recently released a fact sheet about these and other closures, along with instructions (including diagrams) on how to apply the same.

To obtain copies of the fact sheet titled Fasten It! Write: Dominion Simplicity Patterns Ltd., 120 Mack Avenue, Scarborough, Ontario M1L 1N3

Moving Out!

Is someone at your house planning to move out soon? Alberta Consumer and Corporate Affairs has recently released a handbook for those leaving home. The 48-page book has been prepared with both eye appeal and information as top priorities. Issues the reader will consider as he/she works through the book are: finding a roommate and a place to live, transportation, their buying power, choosing a lifestyle, eating habits, getting a job, credit and where to find help. Nothing of potential concern has been neglected. The information is well written, and the illustrations are eye-catching, but not overwhelming. Whether the mover is 18 or 28 this guidebook is recommended reading.

In addition to the mover's manual, an instructor's guide has been prepared as well. It is set out with suggestions for a *Leaving Home Program* that could be in operation through the community, the school, or special educational program for vocational adults. Each topic (e.g., housing) has a list of objectives, possible resource people from the community who might assist, activities that could be undertaken, plus discussion questions. Additional photo-ready activity sheets that the group leader might use in conducting the program are included in the manual. A reference section suggests books and films that might be sources of additional information and enrichment for the learners.

To receive a copy of this unique resource, contact: Alberta Consumer and Corporate Affairs, 1100 Capitol Square, 10065 Jasper Avenue, Edmonton, Alberta.

Stay Well Series

Metropolitan Life has brought out a new series of pamphlets under the title *Stay Well Series*. The brochures contain good information, illustrations and charts for the reader's reference. In some cases a list of agencies offering other education materials or assistance is included. Four of the leaflets in the series are: *How to Control Your Weight, Preventing Backache, Child Safety,* and *Immunization — When and Why.*

For copies of the above publications, contact: Metropolitan Life, Canadian Head Office, 99 Bank, Ottawa, Ontario K1P 5A3. •

Product Certification

Certification markings have become the consumer's watch word for quality products, especially in the line of electrical appliances. But what is certification, by what process does a product become certified?

Certification refers to a series of steps taken to establish that a given product or service conforms to a specified standard. Certification is arrived at by an organization with specific expertise, testing an item to ascertain if they are satisfied with the standard of operation and performance. Certification then becomes a legal agreement, whereby the manufacturer is bound to maintain the product at the approved level of excellence.

There are four steps to certification.

- Manufacturers submit a sample of the product for testing, along with a list of the products technical specifications. Testing occurs.
- The certification organization inspects the factory to be assured that the factory uses production methods that will turn out products of a consistently high quality.
- If standards are met, the item is allowed to bear the certification mark.
- On-going inspection occurs to insure that product quality remains high, and that factory production standards do not slacken. Periodically, and without warning, the certification organization may take a product from the production line or a retail outlet for spot testing. Lapse in quality may result in a recall, or decertification.

Several certification organizations are: Underwriters Laboratory (ULC), Warnock Hersey Professional Services (WHPS), Canada Standards Association (CSA) and Canadian Gas Association (CGA). Their areas of specialization are: **ULC** works in the area of products relating to life, fire and property hazard. Generally, their inspection deals with products that may have bearing on insurance claims. **WHPS** specializes in products related to fire-resistant constructions — (fire doors, fire dampers, wall assemblies, garbage and linen chutes, and access doors), plus fireplaces and chimney systems. **CSA** has become renowned for their testing of electrical products. Often provincial government authorities require that only CSA approved materials can be used in installations. Other areas CSA has worked in are building products, fuel-handling equipment, health-care technology, plumbing materials, plus recreational and occupational safety products. **CGA** writes standards for items fuelled by natural gas. Some products may bear more than one certification mark. An example is a gas-fired, forced-air furnace that has approval from CGA for the burners and from CSA for the electrical blower system.

Certification is a step toward protecting Canadian consumers in their use of goods and services.

Energuide

Federal Consumer and Corporate Affairs Minister Andre Quellet announced on Apirl 23, 1982 that the Energuide program has been extended to cover clothes dryers. As a result of new regulations under the Consumer Packaging and Labelling Act, all such appliances manufactured after March 31, 1982, must bear an energy consumption label informing consumers how many kilowatt-hours of electricity per month the unit can be expected to use. The label will appear prominently on the exterior front or top of each appliance, and will thus permit consumers to select the clothes dryer which consumes the least amount of energy among otherwise comparable models.

A new Energuide directory incorporating all major electrical household appliances currently under the program, and including the energy consumption figures for clothes dryers, is being prepared. This directory should be available from Consumer and Corporate Affairs by the fall of 1982.

Notes from the Marketplace

- **Down Fabrics:**

According to a recent study done at the University of Wisconsin, downfilled fashions have the highest insulating value. However, when insulating value is matched inch for inch, there is not much difference in warmth between down and synthetic clothing. In order of effectiveness, the insulating abilities of down were followed by polyolefin, wool batting and polyester fibres. A researcher said results confirm the long-held belief that enclosed "dead" air provides the insulation and it does not make much difference what material is used to trap the air.

- **Child-Proof Caps:**

Health and Welfare Canada plans to introduce new regulations that would make child-proof caps mandatory on some common household drugs by January, 1983. The packaging also would carry a warning that the product contains enough medication to seriously harm a child. The regulations would cover analgesics, and vitamin tablets with more than 150 milligrams of iron, either in tablet or liquid form.

- **Mergers:**

The federal government has authorized Nabisco Brands Inc. of New York to acquire three Toronto-based companies: Standard Brands Ltd., Christie Brown and Co., and J.B. Williams Co., Inc. Nabisco is planning a corporate reorganization to create a single Canadian company, Nabrands (Canada), that will control all Nabisco's companies in Canada.

- **Consumer Attitudes:**

The Conference Board of Canada says that companies will have to gear their products and services to a more demanding and cost-conscious consumer if they are to survive the decade. The Board said that Canada is becoming a society of older consumers with less money to spend and consumers will use more caution in making their purchases. Consumers will seek out durability and value for those goods and services that are seen as essential. The Board said that consumers are more likely to invest time and money learning how to care for and prolong the life of luxury or non-essential products.

- **Advertising to Children:**
The International Committee of Toy Industries (ICTI) plans to create an international voluntary standard for children's advertising. The basis for the code will be Canada's Broadcast Code for Advertising to Children, which prohibits ads directed to pre-school-age children. The code will prohibit superlatives or false claim, as well as endorsements by cartoon characters or actors from children's programs, and will be finalized at the next ICTI meeting in June, 1983.

- **Retailing:**
An Ohio study reported in the recent *Journal of Consumer Research* supports arguments that marking prices on grocery products is an aid to shoppers. The study found that consumers could recall prices better and purchased items with a lower unit price when prices were marked on the goods. However, consumers' ability to rank different brands according to price was not affected by a lack of individual price markings. Shoppers found the most useful type of shelf tag to be an ordered list of unit prices for each brand of a particular product.

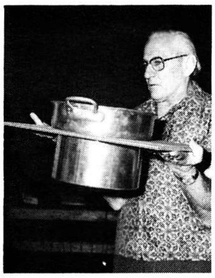
- **House Insurance:**
A new kind of house insurance is being offered in Toronto by the Cadillac Fairview Corporation. The policy, sold only to new home buyers, covers house payments for up to 12 months. Should the home owner be fired or laid off, the program also will assist unemployed homeowners in finding jobs by providing vocational testing, resumé writing courses, and training for job interviews.

Source: **Market Spotlight**, Alberta Consumer and Corporate Affairs.

Why Thumbs Down?

(Continued from page 201)

unite with industry and with other philanthropic groups in order to take a short cut towards the common objective of improving the standard of living of the poor in rural areas of developing nations. In this way we may hopefully succeed in protecting nature's heritage before it is too late and, at the same time, bring lasting benefits as well as human dignity to a large proportion of the world's population. •



Waclaw Micuta has a BA Economics from Pozan University. Positions during his career include, among others, Captain in the Polish Regular and Underground Army; Chief of Research and Training, State Road Transport Corporation, Warsaw; Research economist, UN Economic Commission for Europe, Geneva; Civilian Affairs Officer, Belgian Congo; Economic Adviser to the Special Representative of the Secretary General in Ruanda and Burundi; UNDP Deputy Representative in Europe and later in Chad; and Deputy Director, UN Division of Narcotic Drugs in Geneva. He is now retired from the UN and devotes his time to the area of the use of primary sources of energy for developing countries as well as consulting in various parts of the world. In 1981 he organized demonstrations for the UN Conference on New and Renewable Sources of Energy in Nairobi. He is presently preparing a publication on biogas installation and solar ovens developed and tested in the last four years. He is the Chief Consultant for the Bellerive Foundation, Post Office Box 6, 1211 Geneva 3, Switzerland. A review of his book *Modern Stoves for All* can be found in *Development Forum*, November 1981. **The book is available on loan from CHEA National Office, Ottawa.**

On the Community Front

(Continued from page 206)

Teachers Federation to participate in "Project Overseas". Through this program she spent the last three summers teaching in Kingston, Jamaica. This program was involved with upgrading the qualifications and certification of Jamaican home economics teachers. Most of the courses taught by Nora were in the area of home management and family studies.

This experience has left her with an increased appreciation of Canada and interest in the problems of developing countries.

Starting her second year in Inuvik, I believe Nora sums up the feelings of most teachers about working in the north, when she says, "teaching in the North brings something new every day whether that be making rosehip jam or munching on caribou hooves. Subject matter is often new — from sewing duffle mitts or stroud vests to cooking with moose and caribou. We as teachers are often learning more than the students."

Because of the lack of materials, resources, and support services in general, the N.W.T. Home Economics Specialist Council was formed in 1981. We are now firmly established; we have written our constitution, published six excellent newsletters and have laid the groundwork for a Territories-wide Conference, to be held in Yellowknife in February 1983. Far apart as we may be, with executive members spread from Hay River, Fort Smith, Inuvik and Frobisher Bay, there has been tremendous support and cooperation. Our Home Economics Council continues to grow, interest is high and it has proven to be a satisfying communication link for us. •

Index to Volume 32, Numbers 1 to 4
Winter 1982 to Fall 1982

General Articles/Items

Research

Abstracts

Book Reviews

Readership Survey

As has been the practise for the past four years, a Readership Survey form was included in the Summer issue of the *Canadian Home Economics Journal.* The responses from members have been very helpful to the Journal Committee when planning future issues.

The returns to date this year have been slow. Members are encouraged to return the Readership Survey form as soon as convenient. Your assistance will be appreciated by the Journal Committee.

Letters

I want to express my thanks for the efficient and very cordial interactions since I first submitted my manuscript [for the research article entitled "Preschooler's Beliefs Regarding the Obese Individual"]. I have worked with a variety of journals on previous articles and was very impressed with the attention to detail, the courtesy, and the professionalism I experienced throughout the exchange with your journal. I have shared my positive regard for working with the *Canadian Home Economics Journal* with several of my colleagues, and hope the opportunity presents itself to interact again in the future. Our college does subscribe to your journal and so more faculty are becoming familiar with the publication.

Janet J. Fritz, PhD
Associate Professor
Human Development & Family Studies
Colorado State University

*See page 193.

As a representative of CAHE [Caribbean Association of Home Economics] I deeply appreciate the opportunity afforded me to attend the 1982 CHEA Conference. I enjoyed the entire event . . . . I now have much to share with my colleagues in CAHE and T&THE [Trinidad and Tobago Home Economics Association].

On behalf of CAHE, I wish to thank the CHEA and THEA [Toronto Home Economics Association] International Development Committees, CIDA, and all other individuals and organizations for their committed involvement in the THEA-CAHE Twinning Project. My personal thanks I extend to the immediate past and the present presidents of CHEA for making me feel so welcome and accepted as a live "link" in the Canadian-Caribbean chain. I am confident that the events and activities which the conference provided have fulfilled the hope expressed in the welcome message — namely, stimulating our personal and professional growth.

Finally, I wish the new president and her executive and board of directors a blessed and fruitful term of office.

Viola Horsham
Trinadad
Past-president CAHE

Canadian Home Economics Association Conference, Saint John, 1983
Congrèss de l'Association Canadienne d'économie familiale

LOOK TO THE EAST &
PLAN TO ATTEND

CHEA CONFERENCE '83

Delta Brunswick Inn
Market Square Trade & Convention Centre
Saint John, New Brunswick

JULY 10—14th

The eastern seaport of Saint John, New Brunswick is the setting for the 1983 Canadian Home Economics Association Conference.

1983 is Saint John's bicentennial. Time for a good ol' down east fanfare, but also a time for reflection. The CHEA conference theme carries a reflection as well: family resources. We'll be looking back to plan ahead.

Our keynote speaker Dr. Benjamin Schlesinger will be examining family resources in times of transition.
Be sure to join us both in our celebrations & reflections.

For Information Write:
Terry Smith
c/o University of New Brunswick
Bag Service No. 45333
Fredericton, New Brunswick
Canada, E3B 6E3

DESTINATION: L'EST CANADIEN
PLANIFIEZ AUJOURD'HUI

le CONGRES de l'ACEF '83

Delta Brunswick Inn
Market Square Trade & Convention Centre
Saint John, New Brunswick

10—14 juillet

C'est dans la ville portuaire de Saint John, Nouveau-Brunswick qu'aura lieu en 1983 le congrès de l'Association Canadienne d'économie familiale.

1983 c'est l'année du bicentenaire de Saint John. C'est le temps de profiter des bonnes vielles fanfares de l'est mais aussi un temps pour réfléchir. Le thème de la conférence la famille, regards sur hier et demain permettra cette réflexion.

A cette occasion, le conférencier invité, le Docteur Benjamin Schlesinger nous permettra d'examiner nos resources familiales dans cette période de transition que nous vivons présentement.

Soyez des nôtres à la fois pour festoyer et réfléchir.

Pour plus d'information écrire à:
Terry Smith
University of New Brunswick
Bag Service No. 45333
Fredericton, Nouveau-Brunswick
Canada E3B 6E3

La famille: regards sur hier et demain
Family Resources: Looking Back to Plan Ahead
TM

"Membership" Power

will make our Association more effective

RECRUIT A MEMBER TODAY

Give the form on this page to a home economist you know

CONDITIONS OF MEMBERSHIP

MEMBERSHIP CLASSES

There are five classes of membership: active including life, associate, student, reserve and honorary.

ACTIVE MEMBERS

1. Active membership shall be limited to individuals with the following qualifications whose application is approved by the Board of Directors:
   a. a degree in Home Economics from a recognized university, or
   b. a degree in a related field from a recognized university who by interest and activity serves the goals of the Association or,
   c. was a member in good standing of the unincorporated body known as the Canadian Home Economics Association at the time of the incorporation of the Association and who maintains continuous membership in good standing of this Association.
   d. The Board of Directors may grant active membership to one who, after five years of associate membership in the Association, is deemed to have made an active contribution to the Association or the profession.
2. An individual who has had continuous active membership for at least ten years immediately prior to applying for life membership may become a life member subject to the approval of the Board of Directors.
3. An active member, in recognition of outstanding contribution to the Association over a period of years, may be awarded a special honorary life membership, subject to the approval of the Board of Directors.

ASSOCIATE MEMBERS

Associate membership shall be limited to individuals with the following qualifications whose application is approved by the Board of Directors:

A secondary school certificate and:

a. a Home Economics diploma granted by a recognized college or School of Technology after two years of successful study, or
b. a provincial Home Economics teacher's certificate, or
c. a provincial teacher's certificate with additional training in Home Economics equivalent to at least one year of successful study.

STUDENT MEMBERS

Student membership shall be granted to a person enrolled in a **full-time** undergraduate program at any Canadian university, faculty, college, school or department which is eligible to send voting delegates to the A.C.H.E.S. convention.

RESERVE MEMBERS

Reserve membership may be granted on application to the Board of Directors to those who qualify as active or associate members, and who are now:

a. graduate students enrolled in full-time post graduate study in home economis or a related field for a minimum of six months of the membership year May 1 — April 30
b. home economist employed on an average of less than 10 hours per week
c. retired

HONORARY MEMBERS

Honorary membership is granted by unanimous vote of the Board of Directors to a non-member who has rendered exceptional service to the field of Home Economics:

FEES —

Active and Associate members (annual)	$ 65.00
Life Membership	$975.00
Student members (annual)	$ 20.00
Reserve members (annual)	$ 35.00

Membership includes subscription to the Canadian Home Economics Journal published Spring, Summer, Fall, Winter

Home economics graduates from Canadian universities for the year immediately following graduation with their qualifying degree may become members of the Association at a fee which is one-half the current active/associate membership fee.

CANADIAN HOME ECONOMICS ASSOCIATION
L'ASSOCIATION CANADIENNE D'ECONOMIE FAMILIALE
151 rue Slater Street, Ottawa, Ontario K1P 5H3 (613) 232-9791

MEMBERSHIP INFORMATION FORM
Please complete and return to the above address.

DEMANDE DE RENSEIGNEMENTS
Veuillez compléter cette demande et la retourner à l'adresse indiquée ci-haut.

PLEASE PRINT OR TYPE

VEUILLEZ DACTYLOGRAPHIER OU ÉCRIRE EN LETTRE MOULÉES

NAME/NOM: ____ SURNAME/NOM DE FAMILIALE ____ FIRST NAME NOM ____ INITIAL INITIALE

Maiden Name (if applicable)
Nom de fille (s'il y a lieu) ____

ADDRESS/ADRESSE — Please check the preferred mailing address/cocher l'adress postale preferee

☐ Office/Bureau ____ Street/Rue
____ City/Ville ____ Province ____ Postal Code/Code Postale

☐ Home/Residence ____ Street/Rue
____ City/Ville ____ Province ____ Postal Code/Code Postale

TELEPHONE NO./NO. DE TELEPHONE: OFFICE/BUREAU ____
HOME/RESIDENCE ____

PRESENT POSITION ____

OCCUPATION ACTUELLE ____

Please indicate if you are a member of your:
☐ Provincial Home Economics Association
Name/Nom ____
☐ Local Home Economics Association
Name/Nom ____

Veuillez indiquer si vous êtes un membre de votre:
☐ Association d'Economie Familiale provinciale
☐ Association d'Economie Familiale locale

University, College or School Attended Université, collège ou école	Major Specialisation	Degree or Diploma Rec'd Grade ou diplôme	Date

Complete both sides and return to:
The Canadian Home Economics Association
151 Slater Street
Ottawa, Ontario
K1P 5H3

Completez les deux côtes et retournez a:
L'Association Canadienne d'Economie Familiale
151 rue Slater
Ottawa, Ontario
K1P 5H3

See over/voir au verso

Date: ____ Signature: ____

CHEQUE ☐ MONEY ORDER ☐ Enclosed in the amount of $ ____
CHEQUE ☐ MANDAT-POSTE ☐ Montant ci-joint

Letter to the Editor

*If you have a short statement you would like to make, an opinion you want known, or added information to supplement points raised or statements made in past articles, you are encouraged to write a "**letter to the editor**." Such letters let us know of your interests and help to promote discussion among members.*

Deadline for submission of articles or items for the Winter 1983 issue of the CHEJ **is October 15, 1982** for Spring 1983 issue of the CHEJ **is January 15, 1983**

Index of Advertisers

CANADIAN HOME ECONOMICS ASSOCIATION
L'ASSOCIATION CANADIENNE D'ECONOMIE FAMILIALE

151 rue Slater Street, Ottawa, Ontario K1P 5H3 (613) 232-9791

MEMBER STATUS/STATUS DU MEMBRE

SUBJECT MATTER INTEREST/INTÉRESTS SPÉCIAUX:

Please indicate maximum **three** choices/Veuillez indiquer un maximum de **trois** choix.

- ☐ Communications/Media
- ☐ Consumer Studies/Etudes en Consommation
- ☐ Family Studies/Etudes Familiales
- ☐ Food/Nutrition/Alimentation/Nutrition
- ☐ HEIB (Home Economists in Business)/Economists Ménagères en Affaires
- ☐ Housing/Habitation
- ☐ Management/Management
- ☐ Textiles & Clothing/Textile & Mode
- ☐ Education/Enseignement
- ☐ International Development/Développement International

OCCUPATIONAL SETTING/DOMAINE DU TRAVAIL

Please indicate **one** choice only/Veuillez indiquer **un** choix seulement:

- ☐ Government/Gouvernement
- ☐ Hospital/Hôpital
- ☐ Business/Affaires
- ☐ Preschool/Préscolaire
- ☐ Elementary School/Ecole Elementaire
- ☐ Secondary School/Ecole Secondaire
- ☐ Post Secondary School (other than University)/Ecole Postsecondaires (CEGEP ou autre)
- ☐ University/Université
- ☐ Self-Employed/Indépendant(e)
- ☐ Reserve Status/Status Réservé

PROFESSIONAL SECTION/PROFESSION

Please indicate the **one** choice which most accurately describes your present position/Veuillez indiquer **un** choix qui décrit votre position actuel.

- ☐ Communications/Communications
- ☐ Dietitian/Diététiste
- ☐ Educator/Enseignant
- ☐ Extension Home Economist/Economiste Ménagère à l'Extension
- ☐ Graduate Student/Etudiant Diplômé
- ☐ Homemaker/Ménagère
- ☐ Nutritionist/Nutritioniste
- ☐ Public Relations/Relations Publiques
- ☐ Retired/à la retraite
- ☐ Social Services/Services Social
- ☐ Supervisor, manager/Surveillant, directeur(trice)
- ☐ Undergraduate Student, Full-time/Etudiant sous-graduée
- ☐ Other (please specify)/Autre/S.V.P. Spécifiér ____________________

☐ If you wish to become active in CHEA, check here/Si vous voulez prendre un part active à l'ACEF indiquer le ici:

Your interest ____________________

Ce qui vous intéresse ____________________

CALL FOR

Nominations for CHEA Board of Directors

Nominations are Invited for the following positions

Term of office to be two years — 1983-1985

PROVINCIAL DIRECTORS:

Saskatchewan
Manitoba
Quebec
New Brunswick
Newfoundland
Yukon-Northwest Territories

STANDING COMMITTEE CHAIRMEN:

Education
HEIB
Textiles and Clothing
Professional Development
Consumer Economics and Management

Members will be advised of the proposed slate by February 15, 1983. Further nominations will then be accepted until March 31, 1983, after which time the **mail ballot will be conducted to enable all members to vote.**

Please submit nominations
by February 1, 1983 to:

Linda M. Mckay,
Chairman, Nominating Committee
Department of Home Economics,
University of Windsor,
Windsor, Ontario N9B 3P4

All nominations must be accompanied by:

- assurance of nominee's CHEA Membership (membership number)
- signature of five CHEA members
- written consent of nominee
- brief biographical sketch of nominee

1982-83 BOARD OF DIRECTORS

Past President
May Maskow
203 Heward Avenue
Toronto, Ontario M4M 2T6
(416) 463-7495

President
Margaret B.C. Wallace
2156 Sherbrooke Street W., Apt. 8
Montreal, Quebec H3H 1G7
(514) 935-5003 or 482-6000

President-elect
Elizabeth Dowdeswell
3465 Angus Street
Regina, Sask. S4S 1R1
(306) 586-2876

Vice-President
R. Anne Christie
5499 Shumack Street
Pierrefonds, Quebec H8Z 2Y1
(514) 626-2492 or 697-3210

Secretary
Lorraine D. Labelle
79 Riverview Street
La Salle, Quebec H8R 3R9
(514) 363-9696 or 343-4177

Treasurer
L. Diane Law
426 St. Patrick Street
Ottawa, Ontario K1N 9G5
(613) 234-4473

PROVINCIAL AND TERRITORIAL DIRECTORS

Term of Office Expires 1983

Saskatchewan
Leslie Henry
1602 - 241 - 5th Avenue N.
Saskatoon S7K 2P3

Manitoba
Ruth L. Dyker
219 Buxton Road
Winnipeg R3T 0H4

Quebec
Elma Dolansky
6010 Cavendish Blvd., No. 314
Côte St. Luc H4W 2Y2

New Brunswick
Ann C. Lowe
118 Broad Street
Saint John E2L 1Y6

Newfoundland
Colette Kavanagh
396 Blackmarsh Road
St. John's A1E 1T6

Northwest Territories and Yukon
Norma McCullough
Box 141
Fort Smith, N.W.T. X0E 0P0

Term of Office Expires 1984

British Columbia
Evelyn E. Kerr
1 - 1206 Maple Street
Vancouver V6J 3R8

Alberta
Deborah J. Mayberry
City of Calgary Electric System
Box 2100, Calgary T2P 2M5

Ontario
Patricia Hames
1403 - 575 Proudfoot Lane
London N6H 4R5

Nova Scotia
Isabel G. Chipman
2702 Oxford Street
Halifax B3L 2V5

Prince Edward Island
Doris M. Anderson
Home Economics Department
University of Prince Edward Island
Charlottetown C1A 4P3

Supervisors of Education
Evelyn Shapka
North York Board of Education
5050 Yonge Street
Willowdale, Ontario M2N 5N8

STANDING COMMITTEE CHAIRMEN

Term of Office Expires 1983

Consumer Economics and Management
Jane McKay-Nesbitt
35 Wynyard Bay
Winnipeg, Manitoba R2G 2X6

Education
Jean McHarg
909 Foucault Place
St. Bruno, Quebec J3V 4X1

HEIB Section
Jane Carlyle
Box 802, Station "J"
Calgary, Alberta T2A 6A6
and
Marjorie Halliwell
City of Calgary Electric System
Box 2100
Calgary, Alberta T2P 2M5

International Development
Marie Slusar
9007 - 144 Street
Edmonton, Alberta T5R 0R5
and
Diane Stump
Box 414, 9 Cranberry Court
Munster, Ontario K0A 3P0

CHE Journal
Betty Mullen
20 Marlboro Road
Edmonton, Alberta T6J 2C6

Membership
Vacant

Professional Development
Eleanore R. Vaines
School of Home Economics
University of British Columbia
Vancouver, B.C. V6T 1W5

Textiles and Clothing
Rose Fedorak
College of Home Economics
University of Saskatchewan
Saskatoon, Saskatchewan S7N 0W0

Term of Office Expires 1984

Awards
May Maskow, Past President
203 Heward Avenue
Toronto, Ontario M4M 2T6

ACHES
Delane Peters
1024 12th Street South
Lethbridge, Alberta T1K 1R1

CUTHE
Dr. Margaret E. Arcus
School of Home Economics
University of British Columbia
Vancouver, B.C. V3T 1W5

Extension
Bernice Olson
4717 - 51 Avenue
Wetaskiwin, Alberta T9A 0T6

Family and Human Development
Barbara MacDougall
3420 - 6th Street S.W.
Calgary, Alberta T6G 2L9

Foods and Nutrition
Lynda Clark Lowry
Box 1692
Neepawa, Manitoba R0H 1J0

Nominating
Linda McKay
Department of Home Economics
University of Windsor
Windsor, Ontario N9B 3P4

Public Relations
Diane Shink
4215 Jean Renou
Lachine, Quebec H8T 1N4

SPECIAL COMMITTEE CHAIRMEN*

Archives
Karol A. Rossi
176 Waverley Road
Toronto, Ontario M4L 3T3

Conference 1983 — Co-chairmen
Ann C. Lowe
118 Broad Street
Saint John, N.B. E2L 1Y6
and
Colette Martin
Compt. 13, R.R. 1, Amirault Rd.
Fox Creek, N.B.

50th Anniversary Publication
Anne Kernaleguen
Faculty of Home Economics
University of Alberta
Edmonton, Alberta T6G 2E2

Legislation and Constitution
Elizabeth M. Wilson
55 Doonaree Drive
Don Mills, Ontario M3A 1M5

Metric
Wendy Sanford
Corning Canada Inc.
135 Vanderhoof Avenue
Toronto, Ontario M4G 2J3

Resolutions
Margaret E. Crowle
College of Home Economics
University of Saskatchewan
Saskatoon, Sask. S7N 0W0

Government Liaison Council Contact
E. Margaret Pope
75 Reid Avenue
Ottawa, Ontario K1Y 1S8

REPRESENTATIVES TO OTHER ORGANIZATIONS*

Canadian Council on Social Development
Doris Pritchard
Metro Separate School Board
146 - 150 Laird Drive
Toronto, Ontario M4G 3V8

Planned Parenthood Federation
No representative designated.

Canadian Hunger Foundation
Ruth MacIntosh
702 - 124 Springfield Road
Ottawa, Ontario K1M 2C8

Canadian Science Committee on Food and Nutrition
Patricia Johnson
Home Economics Section
Kemptville College
Kemptville, Ontraio K0G 1G0
and
M. Catherine Enright
176 Burnett's Grove Circle
Nepean, Ontario K2J 1S9

International Federation for Home Economics
Kari Balzersen Quraeshi
217 Bruton Street
Beaconsfield, Quebec H9W 1N1

MATCH
No representative designated.

National Action Committee on the Status of Women
Jacqueline Anderson
The Ottawa Board of Education
330 Gilmour Street
Ottawa, Ontario K2P 0P9

National Council of Women
Elizabeth Feniak
Faculty of Human Ecology
University of Manitoba
Winnipeg, Manitoba T3T 2N2

SCITEC
Shirley M. Weber
Macdonald Campus, McGill
Ste. Anne de Bellevue, P.Q. H9X 1C0

Vanier Institute of the Family
No representative designated.

*Non-voting members

CANOLA OIL

is an especially high quality food product tailored for everyone. It is deservedly Canada's most widely accepted and utilized vegetable oil.

CANOLA OIL

is particularly low in saturates, highly digestible, stable and very versatile.

FOR MORE INFORMATION CONTACT:
Canola Council of Canada, 301-433 Main St., Winnipeg, Manitoba, R3B 1B3
Telex 07-57672 Telephone (204) 944-7204